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EDITORIAL NOTES

THE ASSOCIATION BECOMES OF AGE

THE twenty-first annual meeting of the Association is to be held at the Atlanta-Biltmore Hotel, Atlanta, Georgia, on the 17th and 18th of January, 1935. At this time the Association will celebrate its twenty-first birthday by taking stock not so much of its own activities and achievements as of the transformations which have occurred in American colleges during the last two decades or more.

At the opening session at ten o'clock on the morning of the 17th, there will be a series of reports by the officers and commission and committee chairmen, and also the presidential address by Dr. William Mather Lewis.

At the afternoon session, there will be a series of sectional meetings:

A. Dean C. S. Boucher of the University of Chicago will lead a discussion upon "Improved Examinations—as better measurements of achievement, and as stimuli to improvements in the organization of courses and better instruction."

B. There will be a discussion under the leadership of Dean Eugenie A. Leonard of Syracuse University of significant and approved developments within the expanding area of personnel work.

C. The national committee of the Association, which is making a study of recruiting and admission practices, will conduct a conference upon this subject, with President Charles J. Turck of Centre College, chairman of the committee, in charge.

D. There will be a group devoted to the discussion of the present financial situation of the colleges, in which relationships with the federal and state governments, and with trust companies, insurance companies, and the legal profession will be considered under adequate leadership.

On the evening of January 17, there is to be a mass meeting devoted to the discussion of current political and social problems facing the colleges. Speakers to be announced.

On the morning of the 18th, there is to be a series of presentations from different points of view of progress which has been

made by typical American colleges during the last two decades. President Frank Aydelotte of Swarthmore College will present the case for Intellectual Achievement, President Frederick C. Ferry of Hamilton College will speak on the development of Artistic Appreciation, Dr. Edwin Mims of Vanderbilt University will indicate the Social Developments made, and Rector James H. Ryan of Catholic University will set forth the progress in Moral Control.

The denominational college associations are meeting as usual during the same week, as is also the Council of Church Boards of Education. These various associations are scheduled to meet on Monday, Tuesday, Wednesday and Friday afternoon, January 14, 15, 16 and 18, and programs are being arranged accordingly. The Council of Church Boards of Education has three sessions on Wednesday.

The railroads are offering a rate of one and one-third fare for the round-trip on the basis of identification certificates which will be furnished in advance by the office of the Association. All certificates must be secured from the Association office and they are signed in advance by Robert L. Kelly. They must be presented to local agents when tickets are purchased. In the Southeastern Association the certificates are not necessary. Especially favorable rates are guaranteed in this area, available also to the public.

THE ASSOCIATION BULLETIN

The Proceedings of the Annual Meeting will be published in the March BULLETIN. Subscriptions for 1935 should be placed now. Attention is called to the special offer to faculty and board personnel of member colleges. Annual subscriptions in clubs of ten or more to one address, 50 cents each; subscriptions individually addressed, \$1.00. To all others, the regular price of an annual subscription is \$3.00. Address **The Association of American Colleges, 111 Fifth Ave., New York, N. Y.**

THE PROGRESS OF TWO DECADES

WILLIAM MATHER LEWIS

President, 1934-35

THE ASSOCIATION OF AMERICAN COLLEGES has come of age! For twenty-one years it has rendered increasingly effective service to the cause of higher education. What about the progress, during the same period, of the colleges it represents. They too have matured. The infantile undergraduate pranks of an earlier period have well nigh disappeared. The students in great numbers have put away childish things, and have begun to realize their opportunities, thus honors courses; reading periods; and various other plans for creative and independent work have developed during the past twenty years. Thus the give and take of the class room has become more vigorous and stimulating than ever before. Thus students individually and through their college publications have shown a mental curiosity and courage quite unknown in days gone by. This maturing process has been particularly rapid since the fall of 1929.

Colleges and students facing financial problems have assumed a serious attitude toward things of the mind and spirit. Because of this change in attitude, we may look forward to the next twenty years in college development with confidence and high hope.

ROBERT LINCOLN KELLY

President, 1914-15 and 1915-16

During the past twenty-one years a major shift has occurred in the center of gravity of many American colleges in so far as their educational program is concerned. It is one of two such major shifts since Harvard was established in 1636. This shift has been made in response to the pressure of two theories of education which, operating together, have tended toward a synthesis. The movement away from primary interest in subject matter toward primary interest in the education of the student had already made some progress. This movement, accentuated in an increasing number of institutions, is tempered by the conviction

that the freedom of the student after all is best attained as he becomes a Social Person.

To this end colleges have revived numerous educational implements long in use—the libraries, the laboratories, the museums, honor systems, seminars—and they have brought into existence numerous other implements characteristic of current practice—free reading periods, independent or self-directive study, tutorial and personnel guidance, achievement tests and other measures of individual advancement, the divisional organization of the educational program into upper and lower divisions and also into a relatively few subject groups, more effective types of final examinations.

The colleges which enter these new areas are moved by a spirit of high adventure. Many fare forth into these regions without publicity, and as true pioneers push back their horizons. Many others in the same spirit announce a Plan and invite observation and criticism. In so far as each type of institution seeks to increase its educational effectiveness, its methods are justified.

There can be no doubt but that an increasing number of colleges can register an advance in the intellectual achievement of their faculties and students, in the appreciation of heretofore unrecognized beauty, in a sense of the mutual interdependence of all members of society and the obligation of the privileged to lend a hand, in the deeper significance of philosophical and spiritual insight, and the need in this day and generation of moral control in the individual and the group.

JOHN SCHOLTE NOLLEN

President, 1917-18

Taking Grinnell College as a typical example of a Mid Western college, the changes of the past twenty years have been briefly as follows: A notable increase and improvement in physical plant and endowment; a recession in the classics (which I regret); a continuation of the trend toward the laboratory sciences; a phenomenal development in courses leading to a business career; most recently an encouraging interest in the new departments of Art and Drama. New major departments set up during the period: Art, Business Administration, Drama,

Education, Physical Education, Psychology, and Speech. So far as the student body is concerned there has been a great growth of interest in public affairs, especially in international relations, and a promising development of student self-government. The attitude of the faculty is less dogmatic and more experimental with reference to problems of education, while the devotion to the ideals of liberal culture remains as strong as ever. There is a general conviction that the college of liberal arts has an even more important contribution to make in the future than in the immediate past.

DONALD JOHN COWLING

President, 1918-19

The four year college of liberal arts is more firmly rooted in the soil of American life than it was twenty years ago. The blasts of criticism it has endured have deepened its roots, with the promise of better and more distinctive fruit in the years ahead.

The questionings about the college have had their origin for the most part in the growing recognition of the need for different types of educational work than that carried on by the typical college. When it was clearly seen that the college is not adapted to serve the needs of all types of students, this fact was at first accepted as a criticism upon the college itself. Attempts were made to modify fundamentally the structure of its organization and the nature of its offerings. More successful attempts were directed to the development of other types of institutions better adapted for the purposes which the college had not been serving.

The efforts to improve the situation outside of the college have made striking progress; the efforts to make any essential change within the college have almost completely failed and seem likely to continue to fail. This failure is the result of a conviction on the part of college authorities generally that no other type of institution has as yet been devised which gives promise of accomplishing so well the real aim and purpose of a true college. This purpose centers in the full-rounded development of a comparatively few carefully selected students of a certain type to be found at all social and financial levels of society. These students should be of more than average ability, properly trained

to do college work, and possessed of a quality of unselfishness that will impel them to devote their lives to social ends. As to method, the college relies chiefly upon bringing these students into such relations with the faculty as will actually result in the students gaining for themselves something of the fuller experience and deeper understanding and insight of their teachers.

The tendencies and forces referred to above were in full operation for at least twenty-five years before 1914. Since that date they have become better understood; they have clarified on the one hand the limitations of the college, and on the other they have disclosed its extraordinary effectiveness within the limits of its proper work.

The chief handicap of the American college at the present time is the difficulty of finding students properly qualified by native ability, previous training, and social attitude to profit by what it has to offer. The result has been that colleges generally have accepted large numbers of students who are not really interested in their work and who make no worth while use of the opportunities provided.

The future of the college should involve more definite restrictions upon entering students, leaving to other types of institutions better adapted for the purpose, the responsibility of providing opportunities for those who are not qualified to do college work.

FREDERICK CARLOS FERRY

President, 1920-21

The last twenty years have seen in most of the colleges and universities of this country great increases in endowment, in income, in material equipment, in the size of their faculties and their scale of faculty salaries, in undergraduate registration, in the number of books in their libraries and the use made of them, and in educational experiments of all sorts.

The faculties include higher percentages of well-trained men, but the percentages of great teachers and of productive scholars are probably no larger now than then. Great figures in the college world are rare today.

The cultural ideals still live in many old-fashioned colleges, but the teaching of the affairs of the bank, the factory, and the

market has come to fill a large place in many a "modern" curriculum. Here and there "how to earn a living" seems more important than "how to live."

While the multitude of poorly prepared youths admitted to college contains an increasing number who are moved chiefly by social aims and prove unfitted for any intellectual task; yet the code of undergraduate honor has greatly improved, college morale has become definitely better, respect for scholarship and desire for membership in Phi Beta Kappa have grown markedly, the winning of intercollegiate games has lost much of its unwarranted glory on the campus, and the benefits of athletics are no longer limited to the overtrained few but are shared by nearly all.

The courses offered and the various opportunities afforded for "adult education" prove that the educational process may no longer be regarded as terminated by the award of a degree but should be continued as long as life itself.

CLARK WELLS CHAMBERLAIN

President, 1921-22

There seems to be a tendency in the college world of 1934-35 to look upon the decade following 1914 as the Golden Age in education. To some who labored in those strenuous years there still lives the conviction that it has never been easy to secure money for education. It was quite as easy to locate money and fully as difficult to dislocate it in 1914 as it is in 1934. The American college is not a monument; it is a living institution, born of great labor and nurtured through sacrifice. Its continued growth depends now, as always, upon large gifts from a few, small gifts from many, and faith and hard work on the part of all believers in education.

CHARLES ALEXANDER RICHMOND

President, 1922-23

In common with all institutions dealing directly with human life, the college is a fairly accurate barometer of the mood of the time. About twenty years ago the disposition to throw into the melting pot everything we had believed and trusted became pro-

nounced. "*Ca Ira!*" in spirit was revived. That goes! was the prevailing mood. Moral, social and political barriers collapsed and the war completed that collapse. In comparison with the undergraduate of 1934, the undergraduate of 1914 was a conservative. Radical sentiment is much stronger in our colleges today—encouraged not seldom by professors of sociology and economics. Many students are wondering what kind of a social order this is that encourages education but offers no employment to the man it has educated. And this is not surprising. There is probably more interest in religion but less regard for the sanctions of religion. Many believe that the new found liberty which women have achieved but not fully understood has lowered the tone of our women's colleges both in manners and morals. The intellectual life of the campus is more vigorous than in 1914. Standards are higher. Wider opportunities are offered to the gifted student. The bone-head and the idler no longer sets the pace for the class. The time may come when he is eliminated altogether. Along with the increased interest in science, there has been an increase in studies that make for general culture. Classical studies have not recovered their lost prestige. But music and the drama are coming into their own.

Upon the whole, life on the campus is sound. Home life and all life in 1914 was saner and, I believe, more decent than it is now. This, of course, makes the work of the colleges harder, for it must be remembered that the character of the youth is largely formed in the home before he enters college. Under its many handicaps the American college is doing its work extremely well. When all is said, it is the best instrument we have to fit our youth for the heavy tasks which, for our sins, he is doomed to face. On the physical side, the plan of athletics for all is in general operation. In the meantime, the football racket is more rampant and raucous than ever.

HARRY MOREHOUSE GAGE

President, 1923-24

In writing you I am reminded that I have completed twenty-one years in the college presidency, fourteen years in Coe and seven years in Huron, South Dakota; and that since my fifteenth year I have without interruption lived and worked each year on

college or university campus as student, teacher, dean or president. The thought of those years rouses a bit of the autobiographical urge and even a factual statement of important events and their interpretation would be a reflection of personal experience.

The college has always endured a severe fire of criticism born of love for the institution and belief in education. It was founded by men who wished to conserve certain social, political, and religious values. To its campus have come youth looking to the future and "filled with large desires and great ambitions." College, to me, has come to be the scene of normal, numerous and mutually enlightening encounters between the old and the young by which we have been able to move forward, feet upon the earth and heads in the clouds. Two conclusions seem evident to me. Church constituencies are more and more inclined to endow their colleges with independence as well-reared children are so endowed. Colleges today are more free to perform the true functions of liberal arts institutions, the functions of "fact finding, fact recording and fact facing." Censorship of education and the use of education to preserve the *status quo* have more and more come to be considered improper. The college, of course, will continue to feel the impact of contending forces. In the past evolutionists and anti-evolutionists have gone to battle on the campus. More recently, fundamentalists and modernists have been in controversy. Quite certainly the next few years will prove economics to be the sensitive point. Liberals and conservatives will view the college with alarm. But the college, secure in the independence of its position, will go about its business of giving exact information on social and economic questions. Because that position is secure, "government of the people, by the people, and for the people shall not perish from the earth."

A second conclusion. "Youth will be served." Oncoming youth make demands for innovations. When something shockingly new is demanded, conservative wisdom, because it is conservative, will resist and, because it is wise, will say, "If not now, eventually." I have seen card playing, dancing, dramatics, smoking, and in my Alma Mater athletics first prohibited and finally annointed with the holy oil of academic approbation.

Creative activities of students are well integrated with the college program and budget. Directors, leaders, coaches are salaried faculty members. The library is no longer dependent on a student fee of approximately a dollar a year. A college with a \$300,000 budget now spends \$50,000 for "activities" before spending a cent for administration, maintenance, and instruction.

While this has been going on, colleges have very largely increased their resources of material equipment and endowment. They were prepared to meet depression and strong enough to weather its storms. It was not so in previous depressions. Coe has had three corporate predecessors. Organized in 1851, Cedar Rapids Collegiate Institute gave up the ghost in the panic of 1857. In its place came Parsons Seminary which failed in 1873. Coe Collegiate Institute succumbed to the financial disasters which culminated in 1893. Then came Coe College. In each case the successor corporation built its hopes on the burdensome real estate equities owned by its predecessor. In this history is a solid ground of hope for many colleges now groaning under what seems to be an intolerable burden of real estate.

In this rapid review I have touched only those points of experience which seem especially prominent. From each point there is encouraging retrospect and prospect. The future is bright because "Hitherto Thou hast blessed us."

JAMES HAMPTON KIRKLAND

President, 1924-25

In 1914-1915 the colleges of the Southern States were struggling to bring order out of chaos. Questions of entrance requirements, of curriculum, of equipment, of endowment were foremost. Progress was slow. College membership in the Southern Association had grown to thirty-one from six in 1895, an increase of only twenty-five institutions in twenty years. The public high school movement was just getting under way. The organization of the Association of American Colleges was welcomed as an aid to the attainment of ideals earnestly sought by every college and university.

The development of this program was rudely interrupted by the great war, by the ROTC, by the loss of students and faculty,

and by the demoralization following the war. There succeeded a period of prosperity. Endowments grew. Building programs were started. Student enrolment increased. This was a period of expansion going hand in hand with general material prosperity.

The collapse in the business world has brought colleges face to face with new problems. These are financial and also educational. Almost every institution is now facing an obligation

- (1) to halt expansion
- (2) to reduce expenditures
- (3) to appraise justly its own work
- (4) to contribute something to the solution of public problems
- (5) to develop courses of study that prepare students for a part in government, in economic development, in world adjustment
- (6) to develop a social conscience that makes possible a new social order wherein dwelleth righteousness.

For the accomplishment of these things, the Association of American Colleges now lends its support with the accumulated wisdom and strength of twenty-one years.

FRANK AYDELOTTE

President, 1925-26

The most important advance in American higher education during the last twenty years seems to me to be the progress which has been made in providing better training for our best students. The regimentation which has for a generation been the greatest drawback to the attainment of excellence in college and university work in this country is gradually being abandoned. Faculties are realizing more and more everywhere that the ablest and most ambitious of our undergraduates need to be held up to more severe standards and to be given more freedom in their work than would be possible or desirable for the average.

The checks and the prodding, the daily problems and exercises, the whole machinery of secondary school methods so widely applied in college teaching in order to make sure that the lazy and indifferent attain at least to a mediocre standard in their academic work—all this elaborate academic routine developed by our professors and deans is not merely superfluous in the

case of the best students but is a positive hindrance to them in their work.

Where this is realized, where the most promising students are held up to higher standards than the average could possibly reach, where they are given reasonable freedom to work for themselves, these undergraduates have responded with surprising enthusiasm—surprising at least to those who assumed that our young people are not in earnest about their education.

In the wide-spread experimentation to which this movement has given rise, doubtless many false starts have been made, many different schemes have been tried, some of which will inevitably fail, but even the failures will not represent a total loss. They testify also to the change which is taking place in American higher education, the search for quality rather than for numbers, the substitution of real for fictitious values.

This movement has only begun, and it has still a long way to go before we can consider our higher educational system in a satisfactory condition. There have been delays due to the difficult conditions of the last few years. There is opposition due to the stubborn preference for mediocrity, which is a natural but, I hope, not an inevitable accompaniment of mass education. However, in spite of all these discouragements, our colleges and universities have made greater progress than anyone would have predicted ten years ago, in the direction of realizing those intellectual and spiritual values for the sake of which they exist.

TREVOR ARNETT

President, 1928-29

In comparing the conditions in American colleges in 1934 with those which prevailed in 1914, several points of difference are found. I shall mention two which I think are outstanding. The first is the progress which has been made in placing greater responsibility upon the student for securing the education which is suited to his abilities and purposes in life, and in developing his own initiative and methods of study; in teaching him that the acquisition of facts is not sufficient, but that with it must go the power to use the facts to arrive at logical conclusions. This change of emphasis from a cut and dried curriculum to an elastic one has brought with it changes in admission requirements, in

college credits, and in methods of measuring intellectual growth. Greater freedom is now given to the student to select the method of study which will best enable him to reach his objective. These changes are by no means yet complete. The second point is the improvement which has taken place in college financial and business administration. In the period prior to 1914 it was not at all unusual to find responsibility for accounting and business operation lodged in the hands of persons not experienced in such matters. The results were as might have been expected. In many instances adequate records of trust funds were not made, endowment funds and current funds were not kept separate, and clear and explicit financial reports were the exception. During the past twenty years successful efforts have been made to place college accounting and business procedure on a sound basis. The importance of having competent and experienced business officers is recognized, and today the financial affairs of the colleges, with few exceptions, are managed efficiently and intelligently. These improvements are of special importance now that colleges are finding it necessary to examine their expenditures carefully in order to maintain balanced budgets. They have also strengthened the confidence of donors regarding the use of their gifts.

GUY EVERETT SNAVELY

President, 1929-30

The American college, during the past two decades, has experienced a great expansion in curricular offerings and a much greater proportionate increase in enrolment. Aside from the increase of courses in the social studies there has been an enrichment in many colleges by the addition of courses in the history and appreciation of the fine arts and music.

Many colleges through separation into upper and lower divisions, or otherwise, have permitted an elasticity in curricular requirements in the last two years of college, while maintaining a fairly rigid requirement of the completion of subjects of a tool nature in the first two years. Comprehensive examinations and honors courses, and similar devices, have put more and more the responsibility of learning on the student himself. The accumu-

lation of grades, units, and courses as the chief aim of the student is becoming quite taboo.

It is devoutly to be desired that such apparent progressive evolution could be reported in the realm of intercollegiate athletics, notably football. Football can hardly be considered amateur as long as there is pronounced laxity in administering scholastic requirements of admission and promotion, favoritism in distribution of student aid, and extravagance in payment of coaches' salaries and other concomitant expenditures of travel and accoutrements.

LUTHER PFAHLER EISENHART

President, 1930-31

The outstanding developments in collegiate education during the past twenty years have come from a gradually increasing conviction on the part of college faculties that a great many of the undergraduates are capable of an intellectual development far beyond what had been previously thought to be the case. The previous curricula were apparently organized upon the conception that it was the function of the college to see to it that the students be broadly educated by taking a large number of required courses, these requirements being determined often by agreements and compromises. The present idea is that the college should not attempt to guarantee that all of its students have to a certain extent the same education, at least so far as passing a given set of courses is concerned, but that provision should be made early in the college course for such choice as will enable the student to find his real field of interest, and then proceed to a development of this field to an extent which will develop his intellectual qualities and arouse an interest which will make for a realization of fine results. Such a program calls for a variety of methods of teaching which will contribute to a fuller development of the intellectual power of each student. Experience has shown that too frequently in the past the students who made high marks in their secondary schools and underclass years, because of a docile adherence to regulations, were not necessarily those capable of the greatest intellectual development. One cannot predict with safety what a student is going to do when he is given proper opportunities and facilities by reviewing what

he has done under a restricted and regulated program. The newer plans will succeed only if the faculties of our colleges are ready to give the student reasonable opportunities, and not curtail him because of preconceived opinions and prejudices.

ERNEST HATCH WILKINS

President, 1931-32

The two most revolutionizing developments which have taken place in the American college since the beginning of the century are: first, the transformation of the student constituency from a relatively homogeneous group, marked by special intellectual ability and professional or quasi-professional interest, to a relatively heterogeneous group more fairly characterized as an average or cross-section group, with scattered interests; and second, the more and more obvious splitting of the college in the middle—the lower half being devoted mainly to the completion of general education, the upper half to the beginning of special education. The lower half of the college is now a continuation of secondary education; the upper half is now a first phase of graduate or professional education. These facts outweigh in importance the extensive and undoubted improvements which have taken place in college teaching and college administration.

The independent four-year college is no longer the dominant institution in the field of American higher education. It is high time for any college which wishes to survive for any considerable period, and with any considerable degree of vitality, to face courageously the conditioning factors of general social and general educational change; and to take thought for the building of its own future rather than for the defense of its own past or its own present—even if the building of its own future involves the disturbance of forms and customs beloved by those to whom they are familiar.

IRVING MAURER

President, 1932-33

The colleges of 1914, though they had their worries, were much surer of themselves than is the case with the colleges of 1934-35. While the curriculum was rapidly expanding, few of the departments were challenged. There was a great interest in

Latin and some in Greek, and the courses in the colleges were rationally articulated to actual work done in the high schools. In the financial field these colleges were not efficient, judged from the modern point of view, having a rather benevolent confidence in students' promises to pay their bills and loans, and succeeding only partly in collecting on these promises, and being guided in commitments for the future largely by a splendid religious faith that somehow everything would come out all right. Housing, health and recreation, intramural athletics, college drama, college student publications—these things were not particularly important items in the program of the administration of the college. They were taken care of in a hit or miss fashion. Salaries were not what they should have been even for those days, but the faculties in those times had a fine faith in the supremacy of the spiritual over physical facts, and the inadequate physical housing of colleges was made up for by faith in the value of the mind and heart and faith in good teaching.

In 1934-35 the colleges find themselves much more efficiently managed from the financial point of view, having developed a high morale in the matter of student loans and the payment of student bills; in financial management of college affairs; having much clearer ideas as to what makes a college library valuable; having great improvement in the buildings, laboratory equipment, health, social life and recreation generally. In 1934-35 the colleges are not quite so sure that what they have to give is what the people want. The curriculum is still expanding and there is little articulation between the work in high school and that of college, the modern college being interested primarily in evidence on the student's part of intellectual proficiency. The interest has turned from the classics and fundamental sciences to social sciences. German, which was thrown out during the war very foolishly, is returning and Spanish is being relegated.

Particularly does the standard of student enlistment in the modern colleges differ from that of twenty years ago. Some of the student enlistment today is being very finely done, amounting to an actual appraisal of the intellectual calibre of student material, and some of it is being very badly done, amounting to little more than a commercial cat fight in the hope of persuading Student "A" to go to one college instead of to another.

In matters of religion the colleges today have evidenced a very fine social spirit in defining religion in terms of human relations, but in matters of doctrine, modern colleges are quite uncertain.

The colleges of 1934-35, in spite of the depression, have shown a financial stability which would have done credit to many of our commercial concerns, and are fully alive to the importance of the contribution which they have to offer to the American people.

EDMUND DAVISON SOPER

President, 1933-34

Twenty-one years ago I was teaching in Ohio Wesleyan University and now I am President of the same institution, most of the intervening years having been spent elsewhere.

What differences do I see in the American college between then and now? And are these changes for the better or for the worse?

The one great change which occurs to one at once is that there are so many more college students in America now as contrasted with then. We in this country are in the midst of the greatest experiment in higher education ever attempted at any time or anywhere. Can higher education really be democratized? I am not sure. We have not gone far enough to know what results will be forthcoming. At any rate, an education in some kind of college is looked upon by almost everyone in America as the door of opportunity and as the gateway to success.

The curriculum has changed greatly. Looking at it from the standpoint of my own institution I note that when I taught here there were four or five teaching the classical languages; now there is one. One man at that time was teaching all the economics, sociology, and political science which were being given; now there are two in sociology, two in political science, and five in business administration and economics. There are now three separate departments, that of business administration and economics being the one attracting more of the men students than any other. Now we have a large department of home economics; then there was none. What becomes apparent is that there has been a movement away from the old cultural studies and in the direction of the more practical disciplines. This is both good and bad. I feel sure we must continue to emphasize the

practical but we must come back to a renewed emphasis on the heritage of the past and its contribution to our life.

One more item in this brief statement: I find that today there is far more participation on the part of students in the affairs of the institution. This is true not only in extra-curricular activities but in more important matters such as that of the curriculum. The advice and counsel of students is being sought and acted upon as was never true in the past. That is, faculty-student cooperation is coming to be an established fact in college administration.

EDITORIAL NOTES

THE COMMITTEE of the American Council on Education, authorized to negotiate with the National Recovery Administration, held a session at Washington on Monday, November 12. All members were present including Director George F. Zook, ex-officio. Plans were inaugurated for making a new approach to the National Recovery Administration as now reorganized with the view of securing a continuance of the exemptions in the matter of codes heretofore granted to educational institutions, and of reaching a definite understanding with regard to certain subsidiary and supplementary agencies operating in the colleges, concerning which there has been during the past year some uncertainty. Before the Committee's plan is presented formally to the National Recovery Administration, it will be submitted to member colleges of the Association of American Colleges, among others, for their criticism. Readers may expect to receive the plan, as approved by the Committee, before many days from the office of the American Council on Education.

A CONFERENCE between the Association of American Colleges and the American Association of University Professors was held in Washington on November 26. In attendance were the following, representing the Association of American Colleges: President Lewis, President Glass, and President McConaughy, who are members of the Commission on Academic Freedom and Academic Tenure; representing the American Association of University Professors, Professor Mitchell, President and formerly Chairman of Committee A, which has to do with

questions involving academic tenure and dismissal, Vice-President Tyler, and Secretary Cook.

Many matters pertaining to appointment and dismissal were carefully considered. It was suggested that a joint statement be prepared, which will be included in the *Bulletin* of the American Association of University Professors and will be submitted at the January meeting of the Association of American Colleges in Atlanta. It seemed to all those present that much could be accomplished by future conferences of this nature.

FROM its inception, many members of the Association of American Colleges have been in active cooperation with the Teachers Insurance and Annuity Association of America, organized in 1918 by the Carnegie Foundation. President Henry James contributes an article to this issue of the BULLETIN on "The Increasing Significance of the Pension Problem," which will be read with interest by all who realize the need for modest retiring allowances for college teachers. It is probable that a representative of the Association will be at Atlanta during the Annual Meeting in January.

DEFINITE arrangements have now been made for what will probably be the final session of the Sponsoring Committee of the Music Study, in New York, on December 8. The study itself is now in galley proof and the publication will be pushed forward to completion as rapidly as possible. It is hoped that the book may appear not later than the first quarter of 1935. The editor of this BULLETIN believes that this will be recognized as a very notable contribution to the subject of music study in the colleges of this country. He predicts that it will have a profound effect upon this phase of our work.

THE MANY expressions of appreciation of the new type of BULLETIN which is being issued from this office during the present year have reinforced the judgment of the Executive Committee that the same policy for the BULLETIN should be continued for 1935. Criticisms and suggestions are not only always in order but are earnestly coveted.

THE SOCIAL FRONTIER, a monthly journal of "educational criticism and reconstruction" made its first appearance in

October. It is edited by Dr. George S. Counts and his associates Mordecai Grossman and Norman Woelfel. Dr. William H. Kilpatrick is chairman and Dr. F. Ernest Johnson secretary of the Board of Directors.

Another periodical launched this fall is *Character* published by the Religious Education Association, Dr. J. M. Artman, editor.

The *National Student Mirror*, while new to our reading table, is now in its second year. It is issued monthly by the National Student Federation of America, Joseph Cadden, editor.

THAT coordination of Emory University, Agnes Scott College, and the Georgia School of Technology into a great university center is "unquestionably desirable and feasible" is brought out in the preliminary report of six nationally known educators who have been studying the project for nearly a year under the auspices of the Lewis H. Beck Foundation. The boards of trustees of Agnes Scott and Emory have approved the general plan of coordination and faculty committees are now working out the details of arrangements between these two institutions. The board of regents of the University System of Georgia, of which Georgia Tech is a unit, has not yet acted on the proposal. The report considers only the possible cooperation of Agnes Scott, Emory and Georgia Tech, but the introduction emphasizes that other Atlanta institutions may be invited to join the movement as it develops.

THE FIDAC medals offered to educational institutions in the United States for outstanding work in promoting international good will and understanding were awarded in September as follows: the college medal to Earlham College, the university medal to the University of Denver, and the medal offered to either university or college doing the most to promote interest in the Far East, to the University of Washington. Fidac is the interallied association of veterans of the World War with headquarters in Paris and embraces some eight million World War veterans of eleven nations. The awarding of medals annually to schools in the Allied countries for their achievements in the field of international relations is part of the peace program.

MISS DOROTHY LEET, a native of New York and a graduate of Barnard College, 1917, director of the many Franco-American activities carried on at Reid Hall, the Paris Center of the American University Women's Association, has been recently decorated by the French Government with the Cross of the Legion of Honor. The citation was for "furthering and strengthening intellectual relations between France and the United States and thereby increasing international understanding." More than 10,000 American girls have enjoyed the hospitality of Reid Hall, the gift of Mrs. Whitelaw Reid in honor of her husband. To still further express its appreciation the Government has given the center a subsidy of 20,000 francs, and the University of Paris, 2,000. Another sign of esteem in which this House is held was made by the Carnegie Corporation which gave it \$10,000. All in all, the Club is an international center like Paris itself, being the official Continental club-house for the International Federation of University Women and a residence for students at the Sorbonne, the Collège de France, and the art schools. Resident scholarships are given to French students in the Hall, so that French may be spoken constantly and naturally at the table.

THE REPORT of the Occupation Bureau of Barnard College for 1933-34 reveals that more openings and job placements were on record than in any one of the three preceding years. The improvement in the employment situation is attributed in part to the FERA, which provided jobs for nearly 100 students. At present social work offers the most opportunities to the college graduate, with positions of secretary-stenographer next in availability.

HUNDREDS of technically competent engineers have been unemployed in the past four years; yet few are equipped to cope with the executive problems such as those of financing and staffing involved in the huge public works projects which now furnish many of the jobs. This educational lack New York University's College of Engineering is setting out to remedy in offering a new course definitely training for careers in public works construction. Twenty experts, many of them now engaged in guiding federal, state or city projects will lecture on public

works principles and practices, construction codes and labor problems, engineering economics and constructors' organization and equipment. The course aims to fit students for some of the duties of city manager.

The College of Fine Arts will offer another new course on the theatre of today and tomorrow, and the Graduate School of Business Administration one on current monetary and credit policies of the United States and foreign countries. Washington Square College offers two new courses of special interest to New York residents, one on the problems of city life, the other on the social resources of the city.

PRICETON UNIVERSITY is making plans for a new library. Instead of being a formal structure designed merely to house vast stacks of books and facilitate their withdrawal, the new building will be a friendly meeting place for "reading men." It will be a "humanistic" library, providing an easy meeting ground for students and teachers, a sort of laboratory in which the materials and apparatus will be books. Undergraduate and graduate study rooms, arranged as departmental units, will be grouped on three floors around the sides of the central stack area. Lounges, seminar rooms and faculty offices will be in close proximity to the books of each department. It is estimated that the departmental study rooms will provide 80 per cent of all the students of the social science and humanistic departments with individual desks and small lockers. To prevent the study rooms from acquiring an institutional atmosphere, movable partitions will be set up so that a few students can have an alcove to themselves.

In the opinion of Princeton authorities, the maintenance of a high standard of scholarship is dependent on the attraction of fine humanistic scholars to its faculty. This end, it is hoped, will be served by the improvement in the educational advantages and research facilities at Princeton.

YALE UNIVERSITY will send a selected group of juniors and seniors to Washington during the spring reading period for the purpose of studying the Federal Government in action at short range under the auspices of the National Institution of Public Affairs. The bulk of the expenses of these

selected students will be paid by the University from the funds of the Block Foundation and the work done in Washington will count as an important part of the students' honors or course work for the year.

PAUL GREEN, Professor of Philosophy at the University of North Carolina, playwright, Pulitzer Prize winner and scenarist, urges undergraduates to take up moving picture production. He says, "With sufficient financial backing, any little theater group could set up a studio and produce films of great artistic value. Not having to please the masses for financial success as do the professional producers, the amateurs will be free to experiment at will with the cinema. The classics and high class contemporary works will furnish their subject matter; the educated few, their audiences."

BIRMINGHAM-SOUTHERN COLLEGE is offering this year for the first time, through the cooperation of the University of Michigan, and the Birmingham Anthropological Society, work in Archaeological Methods and North American Archaeology. The work is in charge of Dr. Carl E. Guthe, Director of the Museum of Anthropology of the University of Michigan and Chairman of the Committee on State Archaeological Surveys of the National Research Council, and has attracted wide attention not only in Birmingham but in other parts of Alabama as a distinct contribution to the leisure-time, cultural advancement opportunities sponsored by Birmingham-Southern College in its program of adult education.

Lectures are being given in the evenings in downtown Birmingham, and have attracted some seventy-five persons, including a number of business and professional people as well as a group of regular college students. Field work is being carried on in and around some flat-topped, pyramidal domiciliary Indian mounds in the vicinity of Bessemer (Alabama) which have been known for a number of years, but which never before had been systematically excavated under the direction of a trained archaeologist.

Pottery, animal bones, remains of houses and other evidences of Indian village sites, various types of Indian artifacts, and animal and human burials have already been unearthed in the

excavations, which give promise of adding to the none-too-complete knowledge of the life and culture of the mound-building, prehistoric agricultural American Indian of the Southeast. Present indications point to a culture in the Bessemer excavations essentially different from that found in the excavations less than eighty miles to the southwest at Moundville (Alabama) which have attracted wide attention within the past several years. The culture represented in the Bessemer excavations appears also to differ materially from that found in the Wheeler Basin, only about one hundred miles to the northwest, in the region which has come to be so well known throughout the country as the focal point of TVA activities.

OTTERBEIN COLLEGE has just come into possession of \$10,000.00 in government bonds from a friend of the college for the purpose of establishing a scholarship for students who are preparing themselves for religious work, preferably in Africa. It is to be called the Joseph Hannibal Caulker Memorial Scholarship Fund because of the donor's high regard for his noble character and genuine worth. During the life-time of the donor the proceeds of this are to be paid in the form of an annuity, but at death it will be put into the form of available funds for the purpose designated in the terms of the gift. Joseph Hannibal Caulker was a native of Africa and a student in Otterbein College from 1898 to 1900. He was an unusually brilliant and accomplished young man and gave promise of being a very useful citizen in his own country. His life was cut short in an untimely way by a tragic accident from burning due to the explosion of a coal oil stove. His nephew, Richard Caulker, is now a senior in Otterbein College and has maintained the high record of the family in his fine scholarship and Christian character.

SCRIPPS COLLEGE of the Claremont Colleges group has developed very thorough-going syllabi for the freshman Humanities and has extended them into the sophomore and junior areas.

THE UNIVERSITY OF DENVER, through its Extension Division, has completed a study of employment and earnings of heads of families in Denver, which is not only significant on its own account but indicates a most vital contact on the part of the University with the community.

E. U. BOURKE, Acting Director of the Publications Bureau of the University of Denver, advises that that University has become the focal point of high school speech work in the United States, with the transfer of the headquarters of the National Forensic League from Ripon, Wisconsin, to the Y. M. C. A. room of the University.

STEPHENS COLLEGE, Missouri, has taken an advanced step in the development of its library as a center of the intellectual life of the institution under the leadership of B. L. Johnson, trained both in education and in library administration, who serves the College at one and the same time as librarian and dean of instruction.

PRESIDENT EDWARD S. PARSONS has stressed the point that economic problems are being transformed into social problems and that in the present day a new vocation, that of the social engineer, is pushing rapidly to the front. Some of the qualities which would constitute the personal equipment of the social engineer are these: intelligence, the ability to think, to know, to face facts as they are, the conviction that it is possible for a reasonable being to solve the problems of his existence by the power of reason. A number of the complex problems of the social engineer include the subject of war; of industry; of education; and factors of influence in the local environment of life, including health, amusements and social contacts. The ultimate goal of religion is not the saving of one's self "on some plank of prayer and self-denial out of the surges of the devouring seas"—religion is not big enough to command allegiance unless it can save a world.

THE NUMBER of women admitted to Stanford University was increased last year. About thirty years ago a limit of five hundred was placed on the number to be enrolled at one time, and now this has been changed to a proportional limitation, namely, approximately 40 per cent of the total enrolment. This action was followed by an immediate increase to eight hundred women enrolled for the current year, and about one thousand are expected next year. A new dormitory is under construction, which will have accommodations for about two hundred women.

In order to follow the University regulation of a year's residence in a University dormitory for all new Lower Division women, the number admitted each year is ordinarily limited to about three hundred. Women coming from other institutions with Upper Division standing will be accepted up to the limits set by campus or other residential accommodations. These arrangements do not apply to those who plan to live with their parents or guardians.

Graduate women will be admitted without numerical restriction for the present and will be expected to make their own living arrangements, either on or off the campus, with the aid of information supplied by the Dean of Women. It will probably be several years before the new limitation of 40 per cent of the total enrolment is effective.

INDIANA UNIVERSITY offers a Two-Year Elective Course open to all high school graduates. The course is intended for those who must or who prefer to limit their college study to one or two years. The student is given almost complete freedom in his choice of courses, from those open to students with his qualifications. A group of interested faculty members stands ready, if desired, to give assistance and advice in the selection of subjects. The same standards of work are required of these students as of others in the University. They also enjoy the same privileges and are subject to the same regulations as others enrolled in the same courses.

WHEATON COLLEGE, Massachusetts, has had the advantage of a unified campus plan from the very beginning. Practically all the modern buildings have been designed by Ralph Adams Cram, and the new administration building nearly completes the original scheme laid out many years ago by Dr. Samuel Valentine Cole and Mr. Cram.

The College provides without cost to the inhabitants of Norton a nursery school in connection with its Department of Education. This building has been especially constructed for the purpose in the form of a Cape Cod cottage, a type of architecture which has features of the miniature and thus itself is a fitting setting for small children.

CONFIDENCE

BACK TO THE MAINSPRINGS OF COLLEGE ADMINISTRATION

THE BULLETIN undertakes to present in this issue a partial picture of a most significant phenomenon within the general field of college and university administration. The degree to which eminent citizens of the United States, both men and women, esteem it an honor and privilege to serve on Boards of Directors of institutions of higher learning, would in any other country be considered an amazing phenomenon. It is certain that the stability of most of our institutions of higher learning is due essentially to the intelligence and character of those persons to whom the general management has been entrusted. The rich experience of leaders in society, finance, the church and public life, can readily be capitalized by an institution of high purposes and sound management.

Some thirty men and women from varied walks of life, who now serve or have recently served on college boards, have generously contributed to the following symposium their views of the contribution made by the American college to modern society. Subsequent pages contain a list made up more or less at random of distinguished names of American citizens who serve on what we ordinarily call Boards of Trustees. Many other names might be added to this list. It is of course entirely possible that in some instances distinguished names of trustees are found in college catalogues merely as a matter of window dressing. Now and again such citizens have yielded to the invitation to become trustees but have not followed up their acceptance of the appointment by attending the meetings of the board or addressing themselves with earnestness to the problems of the college. On the other hand, there are many testimonies from college executives to the fact that these distinguished citizens do attend the meetings and do assist immeasurably in the administration of the college. There are instances on record in which men at the head of other great enterprises devote most of their time to their college trusteeship, spending many hours weekly on the campus for that purpose.

The main object in setting forth this partial list of names and in putting on the record the statements of a number of these distinguished citizens is, as has been suggested, to put a picture on the canvass; it is not so much to pass judgment upon the values attained as it is to indicate with definiteness a general fact in college administration which is frequently lost sight of. More and more, college executives and the general public are realizing how significant are the services rendered without money and without cost by an amazing proportion of the leading citizenry of our country.

THE METHOD of governing educational institutions by boards of trustees is distinctly American. In theory, it is a recognition of the public character of our institutions of higher learning—those which are privately endowed no less than those which are supported by the state. Upon the trustee falls the difficult task of maintaining conditions under which a body of experts can do their best work, and, at the same time, of directing that work so as to make it of maximum value to the public. The task demands intelligence, breadth of view, balanced judgment, moral courage, and complete personal disinterestedness. To those qualities, rare in themselves, must be added strength and willingness to undertake the considerable amount of thought and effort needed to meet the new problems constantly presented by a living, growing, educational institution in its relation to the changing needs and conditions of our national life.

The remarkable advance of American colleges and universities during the last century owes much to the lofty tradition of public service built up by the trustees through whom they were governed. It might even be said that the spirit of trusteeship is America's finest contribution to the idea of unselfish public service.—*Frank Aydelotte.*

IT IS our trust and our strength that in the dark watches of the depression you will not deny your trusteeship in the face of any who would mistakenly betray great institutions and agencies of the people's life to serve a passing hour. One of the things we live by is faith in our schools and institutions, become flesh and blood in many men and women who serve without counting the cost. . . . The basis has been laid we trust, for general recovery

and reconstruction. This reconstruction must be intellectual and spiritual or our economic recovery will but set in motion again unmastered forces that will bring on a more gigantic economic breakdown and a more terrible social chaos.—*Frank P. Graham.*

THE AMERICAN COLLEGE IN MODERN SOCIETY

A Trustees' Symposium

Owen D. Young

The chief contribution of St. Lawrence University is to the individual and only indirectly to society. For the individual, it does three things:

First. It pushes back his horizon and stretches his mind to occupy the enlarged space. The result is culture with its consequent satisfactions.

Second. It develops his capacity for self expression, and his confidence too. It teaches him to use his language, both spoken and written, not only as a tool of communication, but as a fine art to give pleasure to himself and others.

Third. It enables him to discover his aptitudes, and by following and training them to become more productive both for himself and for society.

I put them consciously in the order of my appraisal of their importance. If one can only acquire the first and has to dig ditches for a living, he will have gained much. If he can add the second, he will gain more. And if he can add the third, he will not need to dig ditches.

Harvey D. Gibson

We have tended more and more in this country to train for the specific job; but there is nothing specific about life or the problems which it constantly brings to us; and so we find a question in the minds of many as to the value of the kind of training which our colleges and universities have been giving. Certainly it is a fact that a large proportion of our specifically trained college graduates do not later practice in their chosen field.

I wonder whether the fundamental purpose of a college education is not to give one an attitude toward life, and to prepare the individual for the fullest expression of his inborn capacities,

to the enrichment of life for himself and for the community of which he is a part.

And this the liberal college is well fitted to give him. Any college graduate who has the right spirit, a serious purpose, a capacity for work, and the vision which will direct his efforts, can readily acquire the necessary technique for the specific job. (Trustee of Bowdoin College).

Frances F. Cleveland Preston

What do I consider the chief contribution of Wells College and others like it (if there be others like it!) to the welfare of American society—"Trained womanliness."

Thomas J. Watson

I believe the chief contribution of Lafayette College to the welfare of American society to be the special attention that is given to the development of character and American ideals, which not only comes from teaching, but from the example set by the officers and members of the faculty.

Josephus Daniels

The greatest contribution which the American colleges are rendering and can render, in addition to training their matriculates in particular lines of knowledge, is to send them forth to become leaders in the new social order in present day conceptions of the more humane functions of government. "New conditions teach new duties." The world will never go back to the semi-feudalism which dominated before 1932. Educated men must show the practical value of their education by being leaders in new and sounder economics. Only by such contribution will they be factors in securing a fairer return to all who contribute to the national wealth.

The debacle which came in 1929 was not accidental. It was caused by narrow and selfish policies which permitted, if they were not framed to guarantee, that the natural resources should be exploited for the benefit of the favored few. The economics of tomorrow will demand that every man who thinks or labors shall receive a just return. We need in government more brains consecrated to the common welfare. Unless the colleges and uni-

versities of America furnish men equipped for the new day, from what source can we look for leadership in the new era? (Trustee of the American University).

Frank E. Gannett

From my undergraduate days until the present, I have been closely associated with the work of liberal arts colleges. I am convinced that these strenuous times require thoroughly trained, liberal-minded leadership and I know of no better foundation for a life of service and leadership than that offered by our splendid liberal arts colleges. (Trustee of Cornell University and of Keuka College).

Grantland Rice

I should say that Vanderbilt University and other universities along an equal plane have contributed several things to the welfare of American society. Among them I might name the benefits of mental training and the association with so many others who have had the chance to profit from the right start in their earlier years. I feel sure this has helped to develop a higher form of citizenship, with an increased enjoyment of the cultural side of life.

Daniel C. Roper

I have your letter of the 13th asking me, in view of the fact that I am a trustee of Duke University and have made some study of the responsibilities of universities to the general communities, to give what in my opinion are the chief contributions such institutions can make to the welfare of the American society.

It is my opinion that educational institutions protected and nurtured as they are under the policies of our democratic government, should devote primary attention to the preservation of those institutions, policies and ideals which are responsible for the development of this country. The Government is entitled to the support which such institutions can give through definite courses in civics, including the constructive and friendly attitudes toward our form of government and its objectives.

They can foster studies in public affairs and have the persons who thus qualify recorded in Washington with the Civil Service Commission or with the Federal Bureau of Education for reference when men and women are to be brought into the service either through or without the usual civil service procedure.

When our Government was first launched, we created West Point and Annapolis as institutions to protect our Government and its people against outside enemies. Now in these later years we are in even greater need of training people to protect us against "inside enemies." Our educational institutions for which the Government and the people have done so much should make sure of our inside defenses as indicated.

Simeon D. Fess

The establishment of Ohio Northern University was primarily to open the door for preparation for life's work to the man or woman without means, and with little time, organized on a basis to respond to students of this character.

It opened the door and widened the way for the utilization of talent in various fields which otherwise would have been lost. The emphasis in its early days was placed upon public service, resulting in that generation in more men and women of public spirit entering the field of public service than from any other institution, young or old, within the state.

For example, at one time there were four men in the United States Senate, graduates of this institution, including both Senators from Ohio. One of these Senators had been the teacher of the other three. This is typical of the public influence of this institution in that generation.

Arthur M. Hyde

In my judgment, the chief contribution of the small college is the closer association between student and teacher. This is a strong stimulus for better work, and serves to communicate ideals of service which the larger college, lacking that personal association, fails in some measure, to inculcate.

Another advantage of the small college lies in its democracy. There is less stratification, less distinction based on wealth or social standing. (Trustee of Missouri Wesleyan College.)

Andrew W. Mellon

The University of Pittsburgh, like many other universities in large cities, draws its student body largely from those living or working in the city and able to attend classes only if, so to speak, the classes are brought to them. It has been found necessary, therefore, to concentrate classrooms and all campus activities in a relatively small space, accessible to office workers and others supporting themselves, and at the same time seeking an education which must not be denied them.

The University of Pittsburgh is solving this problem by housing practically all of its activities in a tall but beautiful building called the Cathedral of Learning, now in the course of erection in the business section of Pittsburgh. The University is thus made accessible to many who could not otherwise obtain an education, and the influence which the institution exercises in this way, not only on its students but on the cultural life of Pittsburgh and the surrounding country, is very great. In helping to solve the social and educational problems created by our rapidly growing cities, urban universities such as the University of Pittsburgh are making a definite, and peculiarly useful, contribution to the welfare of the country.

Theodore Roosevelt

Howard University's great contribution is that it trains colored boys and girls to be leaders of their race to better things.

Paul D. Cravath

In the many years that I have been associated with Fisk University and, knowing as I do some of the hopes of my father before me, I feel that Fisk has justified the devotion and sacrifice that have been made for it by many men and women of both the colored and white races, by the training it has given men and women for leadership in the life of the American people—and when I say “leadership in the life of the American people,” I do not mean the Negro group alone, for leadership of thought and idealism knows no racial boundaries. We have found that wherever Fisk alumni live, whether North or South, East or West, they carry their full share of the responsibility for leadership in their communities.

It is from men and women who have received such a training as that which Fisk gives (and it is now a recognized Class A college in all college groups, North or South) that we can hopefully look for constructive suggestion and dynamic leadership in the decade which is before us.

That Fisk will be able to adjust itself to the changes in our changing order is the hope and ambition of her trustees and faculty today.

Philip J. McCook

Although I am not satisfied with the brief answer I shall give, I do think your inquiry is interesting and deserves my wholly unofficial reply.

I have previously heard our alumni and others express as an ideal the endeavor to give a well balanced education to a select group of American youth. Construing this ideal broadly, which is the only way I would agree with it, I think we have been measurably successful. When I was in college, Trinity men came from all over the Union and after a temporary concentration in the Northeastern states during and immediately following the war, I am glad to see us again drawing from all over the land. A small New England college, one hundred and eleven years old and with such a tradition as I have mentioned, may claim its fair share in the contribution which such institutions have made to the welfare of American society. I think you will find, by an inspection of the records of success in America, that it has done its part.

James G. Harbord

The combination of a high standard in scholarship with a comparatively small enrolment seems to me to make Trinity College and others like it especially valuable as contributors to the welfare of American society. The close individual contacts between students in an institution of the size of Trinity and the enlarged possibility of leadership which will be recognized by fellow students are encouraging to the proper kind of ambition. Given the ambition, the students of Trinity are offered a chance of more direct association with inspiring teachers than is always possible in larger schools.

The location of Trinity College in New England, a district with educational traditions going back to Colonial days, also is fortunate. Founded in 1823 by church members, it has retained its solid moral standards while keeping pace with the best in liberal educational advances. In colleges like this students find stimulus to thinking and to citizenship without over-exposure to intellectual fads.

James R. Sheffield

The chief contribution of Barnard College to the welfare of American society is the offering of a liberal and higher education to the young women of the country. Women are taking part in government, in the social, educational and charitable duties of the times, and in many directions are becoming leaders of thought and influence. An institution like Barnard offers an opportunity for culture, education and intellectual training that must be of immense importance in the lives of women if they are to fulfill the duties and responsibilities now open to them. Higher education in this sense is as important to women as to men, and the educational facilities offered by Barnard are practically the same as those offered by Columbia University.

I am deeply interested in all that concerns the welfare and cultural possibilities offered by this splendid college.

Felix M. Warburg

The question as to the chief contribution of Teachers College to the welfare of American society cannot be easily answered within a few sentences. The progressive attitude of that college has certainly led the way during more than thirty years in broadening education for the child as well as for the adult and fitting people for the enjoyment of the better things of life. During that time thousands of teachers have been prepared in these progressive methods and today they influence education not only in actual academic study but let us remember that during the last thirty years the educational field has embraced as essential items such things as the health activity of the school nurse, with the formation of classes for the backward and the precocious child, playgrounds as organized training places for physical development, the problem of cardiac classes, the Boy and Girl

Scout movements, domestic science classes, the very important efforts to work out a satisfactory program for the one room class, of which there are still so very many over the United States, etc. Through all these efforts and through experiments made in the Horace Mann School and Lincoln School, Teachers College has made tremendous contributions in many more fields than I have just touched upon, and I consider their far reaching endeavors most successful wherever I have had an opportunity to observe them.

Raymond Moley

If I understand your question correctly, I can answer it by saying that I believe the small college contributes greatly to the business of education, through the more intimate contact it offers a student with the teaching staff, which is something that is lost in the great universities. The quality of the teaching staff may not be so distinguished as regards their written contributions. They are, for the most part, men of character and originality, however, and it is better to get a great deal of contact with such men than to take a rather perfunctory knowledge from more distinguished teachers. Moreover, the small college promotes self-education and that is decidedly advantageous. (Trustee of Baldwin-Wallace College.)

William Allen White

I feel that colleges like the College of Emporia make a genuine contribution necessary to the cultural development of our country. The small college is made necessary by a large country. These colleges are beacons of light and leading. They are not high powered but they do throw into country communities, small American towns in virtually every Congressional District, and probably into areas smaller than that, a student body from 200 to 500, and a group of instructors most of whom are doctors of some sort of philosophy, whose influence on the community—students and faculty—is wide-spread. It makes for understanding. Their arts departments are generally stronger than their collegiate courses, which isn't so bad. As a result, good music, good books, good pictures, a remote but definite appreciation of a good dramatic art may be found in every college community

all over America. The college town is of its own kind. It disseminates a different spirit from the industrial town: a spirit which challenges America.

Because these colleges are scattered near the homes of the students, literally hundreds of thousands of Americans can go to colleges of sorts who otherwise would stop their education at the high school. Certainly a four years' association with men and women who have been grounded culturally in better colleges than the smaller ones, is good for these myriads of youth. They could not go into the state universities for various reasons, chiefly financial, somewhat because of their parents' distrust of state universities—a foolish distrust but nevertheless one that counts.

I should say that if I were a rich man seeking to benefit my country, to raise its standard of culture and morals, using the latter word in its most intelligent sense, I should pick out a hundred American colleges from the size of Oberlin, Knox, Grinnell, on down to colleges with 200 students, and would endow each of these colleges with a million dollars with this string to it, that the endowment would be forfeited if and when a new building was erected on the campus without cash in the treasury, and if and when the student population of the smaller colleges exceeded 700, and the larger group exceeded 1500. Indeed, I think the small college should limit its student body to 500. And I would make also, contingent with my million dollar endowment, the requirement that the deed to the stadium should pass away from the college, that the stadium should turn no income into the college and should not be administered by any group connected with the college—student or faculty,—so that the college could prohibit football and other sports when the faculty rather than the trustees felt that these sports were engaging too much of the student's time and intellectual energy.

Pardon this rather longish letter, but this is a subject that is near my heart.

Hilton U. Brown

A significant contribution of the college to the welfare of American society is a sense of fellowship and a decent respect for the opinion of others. (Trustee of Butler University.)

W. E. Brock

I have been interested in the University of Chattanooga and in Emory and Henry College for many years. I am thoroughly convinced that a dollar invested in these schools is one of the best investments that could be made, paying the greatest returns in the way of dividends through the opportunity it gives in bringing college training to young boys and girls who would not have a chance to attend the larger colleges.

From my close personal contact with these schools, I believe they are doing a work in building character that will mean a great deal to future generations.

Fred A. Howland

The notable contribution of the college is the development of sound and independent thinking. (Trustee of Dartmouth College.)

Harold H. Swift

I think the chief contribution of the University of Chicago and others like it to the welfare of American society is accomplishment in research along both theoretical and practical lines. Also should be mentioned high standards of scholarship and teaching and stimulating leadership in thinking along social and economic lines.

E. E. Loomis

As a Trustee of Lafayette College, I am glad to call attention to the Kirby Hall of Civil Rights, which, in my opinion, is the outstanding contribution of Lafayette College to the welfare of American society.

Made possible by the generous benefactions of Mr. Fred Morgan Kirby, of Wilkes-Barre, Pa., this building bears the following inscription, setting forth its purposes, which details better than I could hope to do the American ideals Mr. Kirby wished to be instrumental in protecting:

To provide facilities for instruction in "The Anglo-Saxon ideals of the true principles of constitutional freedom including the right of man to own property and do with it as he will, the right to life, liberty, and the pursuit of happiness, and incidentally the right to sell his labor as he chooses, and to enjoy the fruits thereof without molestation, or undue restraint, and

the study of the attainment of these rights and the development of these ideals in the history of the human race, and to encourage individual initiative and attainment among young men, to assist in the training of leaders for trade, industry, finance and engineering, as well as for positions of public influence in church and state, and to combat doctrines which minimize the importance of leadership, and which would restrict the individual from using all his powers to the full, to the glory of God, the service of his fellowmen, and the perfecting of his own life and liberty."

The Hall, dedicated in May, 1930, has proved exceedingly popular with the entire student body and likewise has been a great benefit to the faculty. In view of the fact that there is nothing more important deserving protection and encouragement in our national life than the qualifications of personal leadership, initiative and freedom from undue restraint, this Hall of Civil Rights, which champions these principles, is of inestimable value and will have far reaching effect, especially in combating the "isms" that are creeping into affairs these days.

Frances Perkins

BENNINGTON COLLEGE, as you know, feels that it is still in the experimental stages since it has not as yet graduated its first class. It is therefore rather difficult for any of us trustees to indicate clearly the nature of its contribution to American society. It appears to me that the aim of Bennington College is to work directly for the end of self-dependence and the development of worth while adult choices.

Will H. Hays

I am proudest of Wabash College for two things:

Ever since nine earnest founders met in a little brick house in Crawfordsville, over one hundred years ago, Wabash has stood for original thought and a liberal, well-rounded education.

Where other institutions have narrowed into specialized schools, or have attempted to broaden into universities, Wabash has clung to its original idea and kept to its function as a college.

You remember that when someone quoted the old saying that education in this country originally consisted of Mark Hopkins on one end of a log and a student on the other, that somebody

else retorted, "Yes, but now they have sawed the log into boards."

That condition does not exist at Wabash. There still the personal contact between faculty and students is of the close type that permits the highest development of the individual.

Thus, by sticking to its own field and doing well the thing for which it stands, I believe that Wabash College makes a decided contribution to the welfare of society.

Roy O. West

In my opinion, De Pauw University has developed individual initiative and perseverance, guided by Christian ideals. Such training has contributed to useful citizenship, effective and satisfying achievements and happy living. In these days of change, I regard the De Pauw standards as important and desirable.

George Foster Peabody

I confess that my thought as a layman, dealing with varied educational efforts, is that practically all of our schools and colleges fail to a considerable extent to teach their students to think and think straight. They have too many courses, too many hours required and tire their students' minds. I feel depressed every time I think of asking a student to do something by the reply that "all my time is taken up." I think a properly organized school to train the mind, or college either, should have a definite amount of leisure time when the mind may assimilate; just as the body requires time for the assimilation of food, the mind does. I know of no school or college, not even excepting Hampton and Tuskegee, where there is proper leeway given for assimilation. I would rather have an institution teach three subjects so that the mind has to think and thus assimilate than to call for so many class efforts as that fagged is so often the state of mind. (Trustee of Colorado College and Skidmore College.)

George W. Wickersham

It is my conviction, from my experience as a member of the Board of Trustees of Barnard College that the work there is conducted on sound educational principles, under the direction of Dean Gildersleeve, who is one of the outstanding figures among

the leaders in American education. I believe that the instruction given has been thorough and intelligent, that the standards held up to the scholars have been of the highest, and that the general atmosphere of culture which the Dean and Faculty have diffused throughout the student body must have a beneficent influence in the creation of the finest type of American citizenship.

Helen Rogers Reid

The outstanding characteristic of Barnard College in my judgment is its influence for making an individual *free minded*. The whole realm of work becomes excitingly objective. The ground is cleared of prejudice and the emphasis of thought is placed on knowledge. That, to me, over and above all other assets of Barnard, is its gift to an undergraduate.

Whitefoord R. Cole

The question you propound is not an easy one to answer. I think, however, that leaving out of consideration the technical side of the educational process, in other words, the acquisition of knowledge, I should name as the chief contributions of Vanderbilt University to the welfare of American society, the broadening of the vision; fidelity to the search for truth in all of its ramifications and the development of those ideals best calculated to produce useful citizens under our American form of government, which it attempts to instill in its students.

Oliver P. Coshow

I think that Linfield College, like most other denominational schools, has contributed a great deal to the upbuilding of the community in which it is located and to the field of its influence generally. My observation is that the special benefits of small colleges of the kind of Linfield College are the moral tone maintained on the campus. In my opinion, the most valuable training for young people is of the moral or religious character.

The close contact between the student and the professors. As a rule the teachers in the small college are not paid the salary that teachers receive in the larger and state colleges. They are therefore teaching largely from a love of the work and their interest in the young people whom they contact. A natural sequence of the above is the personal relationship between the professors in the small college and their pupils.

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Brock, Wm. E., former U. S. Senator from Tennessee, Emory and Henry College

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Young Owen D., lawyer and corporation official, Bryn Mawr College and St. Lawrence University

INCREASING SIGNIFICANCE OF THE PENSION PROBLEM

HENRY JAMES

PRESIDENT OF THE TEACHERS INSURANCE AND ANNUITY ASSOCIATION

TWO RECENT developments will focus more sharply than ever before the thinking of college and university administrations upon the pension problem.

First: the whole question of old age pensions is now being considered as a major problem by government and industry. The public mind is coming to a better and more sympathetic understanding of the necessity for systematic pensioning—this creates a favorable disposition on the part of friends of the colleges to respond to specific appeals for funds to (a) increase present pension provisions and (b) inaugurate pension plans in colleges that have none.

Second: as fast as more normal business conditions return, college administrations and faculties will direct their attention to the restoration of salary cuts. This situation will present an opportunity to combine the question of salary restitutions with that of establishing pension systems in those institutions where no pension plan has hitherto existed.

There is no problem of college administration with respect to which a more important advance has been made during the past twenty-five years than the problem of providing adequate retirement allowances for teachers.

From the early days of the American colleges, generation after generation of boards of trustees have faced this persistent and often very embarrassing problem. Quite commonly the boards manifested a sort of benevolent interest in the superannuated teacher, but too frequently this interest was confined to sentiment and failed to articulate practically with the pressing needs of worn-out teachers who had given their best years to the colleges and then faced their declining years without the assurance of a dignified livelihood.

So far as there were any pension plans at all, until after the turn of the century, they were of the "free pension" type, were not funded, benefits simply being paid out of current college

funds toward which no contribution had been made by the teacher. Such pensions were thought of as charitable gifts to superannuated teachers rather than as retired pay for services rendered. Today, however, many college boards are really convinced that the establishment of a sound retirement plan is necessary for the welfare of both the institution and the teacher.

More progress has been made in the development of college pension plans during the past quarter of a century than during the entire history of American colleges before 1900. Nor have the benefits of this development been confined to the college world. In developing its own retirement plan the college has done a pioneer work; other professional groups, and industry too, have profited by the example.

The outstanding feature in this development is no doubt the so-called "contributory plan" in which contributions from both the teacher and college (usually 5 per cent of the teacher's salary from each) are applied to building up pension reserves.

So rapid has been the development of college pension plans in the sixteen years since the organization of the Teachers Insurance and Annuity Association in 1918 that today about 23 per cent of the colleges and universities in the United States and Canada have adopted some kind of contributory or partially contributory plan. This remarkable growth becomes still more significant when it is pointed out that this group of 23 per cent of the colleges and universities that have adopted contributory retirement plans employs about 47 per cent of all teachers in the colleges and universities in the United States and Canada. In other words, within the relatively brief period of sixteen years some kind of retirement plan has been made available to 47 per cent of all the college and university teachers. Another fact is also most significant, for when a study is made as to the particular type of pension plan available for this 47 per cent group, it becomes clear that 69 per cent of these teachers are in colleges and universities that have adopted the contracts of the Teachers Insurance and Annuity Association.

I venture to refer to the contracts of the Teachers Insurance and Annuity Association because their wide acceptance exemplifies the growing recognition of certain principles which are basic in the frame-work of these contracts. (1) The teacher is fur-

nished an inviolable personal contract. (2) The contract is in such form that the teacher can take it with him conveniently from college to college. (3) It helps the teacher in establishing right relations with the new college. (4) The contract provides financial assurances removed from the operation of risks to which investments and budget policies of any particular institution may from time to time be subject. (5) Under the contract the savings represented by the accumulated premiums are dedicated to old age and nothing else. This protects the teacher against the temptation to withdraw his money—a temptation so frequent as to cause the officers of insurance companies whose annuity policies permit withdrawals at any time to anticipate that only a small proportion of such policies will mature. This dedication feature of the T. I. A. A. policy encourages the employing institution to supplement the contributions of the teacher, but it is, none the less, constantly criticized by those who consider it desirable to be able to withdraw the money at pleasure. (6) The rates on T. I. A. A. annuity policies are low, although not so low, compared with those of competitive companies, as are its rates on life insurance.

As another index of the growth of the movement for retirement provisions it may be noted that today the Teachers Insurance and Annuity Association holds accumulations of annuity reserves for teachers totaling \$31,000,000; its annuity contracts now provide for annuity payments that may run to an aggregate annual total of \$17,500,000; and there are life insurance policies totaling \$48,000,000. The total number of different policyholders is approximately 15,000.

Just how large the problem of providing for old teachers may become is difficult to say. We may be certain, however, that in the next two decades it will be a matter of major importance to college trustees. Curiously enough, while college teachers are informed quite generally regarding pension plans, college boards are not so informed—yet colleges frequently contribute as much as their teachers. Boards of college trustees need to orient themselves regarding pension funds. As in other fields, so it is in higher education that the demand for efficiency of teaching, training and administration is being emphasized. The day is passing when the old teacher can be turned off to shift for himself

or can be continued indefinitely in the shelter of the college, technically employed but a burden to the college, an obstacle to the advancement of younger men. The use of college revenues to finance him takes just so much away from not over-abundant funds necessary to meet the increasing requirements of a new order. A contributory retirement plan offers the only solution for this problem. Financed over a long period of years and thus reinforced by the magic of compound interest, it requires but a moderate addition to the college budget and its cost is shared by the beneficiaries. Its operation is sure and definite. It is in reality indispensable efficiency insurance.

THE FUTURE OF FINANCIAL SUPPORT TO COLLEGES

ROBERT L. KELLY

ONE cannot speak intelligently of the future of college finances without some appreciation of the history and present condition of college financing. It is a very remarkable fact that, taken as a group, the colleges of this country are today and have been during the years since 1929, as well as before that time, among the most stable economic and social units of our national life. They have lived frequently in poverty; they have conserved what funds they have had, they have maintained their morale, and in most instances they have stemmed the tides which to many other units of our life have brought disaster. There are many colleges in America today which have not reduced their salaries, have not run into debt and have each year balanced their budgets. It is a very remarkable record. Furthermore, such a record tends to inspire confidence for the future, not only on the part of the officials and friends of the colleges but on the part of those who would invest in trustworthy enterprises.

In addition to this indication of financial stability on the part of the colleges, and partly because of it, reference should be made to the increasing purpose of college administrators that their institutions shall render an important social service. These colleges represent from this point of view not a demand for profits but a purpose to develop prophets, men and women who will meet with courage impending financial and impending social

disaster, men and women who will stand on a solid rock in behalf of the church, of the state, of society in general. So long as our colleges can maintain and develop this purpose and so long as they can demonstrate by their teachings and their influence that this is their dominant purpose, society will have need for the colleges and will provide for them.

One of the most significant features of college administration is often almost entirely lost sight of. I refer to the fact that very many of the most eminent men and women of this country, men and women who have attained positions of great responsibility and influence because of their insight and their character, consider it a high honor to be invited to participate as members of boards of trustees of American colleges. The Association of American Colleges is now making a rather careful study of these mainsprings of potency and power within the colleges and within American life. It is rare indeed that you find an outstanding character in our public life, not to speak of our church life, who does not contribute freely of his time and thought, in this capacity, to the promotion of one or more colleges. This but indicates another one of the permanent foundations upon which our colleges stand and another ground for confidence in their management and in their aspirations.

We are frequently warned that we are now in the midst of a great economic and social revolution and that one of the outcomes of this revolution will be, first of all, that in the future we will not have rich men, and that such men as we do have who possess substantial sums of money will not be disposed to contribute in large measure to college foundations. There is really no secure basis for either one of these statements. The world has not come to an end and it is not in the process of coming to an end. It is true that great philanthropic agencies are not contributing to the ordinary forms of philanthropy as they did, say, in 1920 when our people gave away over two billions of dollars, or in 1930 when they were still giving voluntarily at least a billion dollars per year. The large sums of money which are being given today, and large sums are being given, are usually going to emergency purposes it is true, but I cannot believe that emergency purposes will make such requirements upon philanthropy in the years to come as they have during the last few

years. We must believe in the on-going development of human kind, particularly in this great democracy of ours made up of resourceful, intelligent, and responsible citizens. It might be recalled that the citizens of this country surpass those of any other section of the earth in the sense of responsibility which they have for social amelioration and development, and in the satisfaction which they derive not only from service in behalf of patriotic and social expression but from financial contributions to such expression. Not a few of our people find giving a privilege to be enjoyed not a duty to be performed. Nowhere else in the world has there been in all history such a background for giving to worthy causes as there is among our own citizens.

Even with all this, however, it is true that American men of wealth never have given at any time in such sums as the government itself has assumed that they might give. Mr. Robert R. Doane in his "The Measure of American Wealth" discloses the fact that in 1929, a year to be sure of great incomes, approximately a million people paid income taxes on incomes of \$5,000 or more. They reported an aggregate income of more than twenty billions of dollars. They were then permitted as they are now to make certain deductions on their tax returns for their gifts to philanthropy up to 15 per cent of their income. According to Mr. Doane, they listed such deductible gifts at only three hundred and eight million dollars, or 1.9 per cent of their income. In other words, at the moment when money for benevolence in vast sums was the freest it has ever been in our experience, the people who had money in such sums paid less than 2 per cent out of a total of 15 per cent of their incomes which the government granted them without taxation.

There is one possible deterrent which may have the effect not only of upsetting my entire argument but of interfering very seriously with the actual progress of financial support for the colleges. If it be true that we are now on the road to a system of state socialism, it is very certain that the impulses to benevolence will be dried up, that is, if the history of other nations and of other times may serve as a guide. If the state is going to provide funds for all types of education in America, then we may expect certain benevolently inclined persons to direct their benevolences into other channels. It is well known that very few

gifts, large or small, are made to education in Germany or in France, where education is entirely under state control. Even in our own country we need only to point to the fact that, with a very few exceptions, tax-supported institutions have not received gifts, large or small, from our citizens, either for purposes of endowment or for current operations. It is still problematical to what extent this is a matter of psychology and to what extent a matter of failure of such institutions to put on aggressive educational programs to that end. It has been the glory of the American college that it has been supported very largely by the spontaneous gifts of the people, and it is certain that many educational leaders are deeply concerned at this moment at least that education shall maintain both its freedom and its sense of responsibility. It was the belief of Grover Cleveland that the citizen should support the state, not the state the citizen.

Mr. A. C. Marts, as we all know, in his series of reports year after year confers a great favor upon our educational institutions by bringing to light many facts which might otherwise be unobserved. During the year 1934 he has said for instance:

I question the prediction (that we may not expect large gifts in the future) because every day events refuse to conform to it. The very distinguished president of one of our greatest universities laid down this prophecy a year ago:

"In the history of the University we have arrived at the end of an era during which most generous and great gifts were received from many different individuals for the endowment and enrichment of the work of the University. . . . The great fortunes and the large accumulations which made these benefactions possible are either dissipated or destroyed. . . . Should these great fortunes be renewed, either in whole or in part, an extravagant government stands ready to take a great proportion of their annual income in taxation. . . . A steady flow of gifts from the alumni, moderate in amount but large in number, must be one of the University's chief sources of dependence for its continued usefulness in the years that lie just ahead of us."

Six months later the gifts to the University in the interim were made public. They totalled \$655,499, rather a neat little sum for six months of a year as depressed as 1933. Had this come in the "steady flow from the alumni, moderate in amount but large in number?" On the contrary,—\$400,000 had come from

one generous man and \$245,000 of it had come in lesser individual amounts from wealthy persons and foundations created by wealthy persons. Only \$9,550.67 had come from the "steady flow."

In April, 1934, several hundred presidents and officers of colleges met to confer over the financial outlook. The following excerpts are quoted from the public utterances on that occasion:* "There will be fewer men giving millions of dollars to this or that institution; this seems to be clearly proven by the evidence of the last three or four years, so the college which is going to grow and develop in answering the social needs of the future must look about for new means of support. . . . Certainly one solution will be found in the building up of a number of small contributors." Again, "There will be increasingly fewer great fortunes from which Universities may hope to draw support. . . . Universities will do well to turn their energies to the solicitations of small gifts in large numbers." Others spoke in the same vein, but the sequence to which I wish to call attention is that within ninety days colleges announced publicly gifts and bequests during the academic year as follows: One for \$1,300,000; one for \$1,000,000; one for \$516,154; one for \$500,000; one for \$403,213; one for \$350,000; one for \$250,000; three for \$100,000; one for \$93,424; and so on and on to a total of many millions.

I attempt to make three points here: (1) that large sums of money are now being given to education; (2) that our people surpass all other peoples in the world in the sense of social obligation; and (3) that they still have a long way to go before they reach the area of what might be referred to as reasonable government expectations.

I certainly do not wish to be understood as one who despises small gifts. I am only calling attention to the fact that it is not only not good strategy but it is not really the truth to say that large gifts in the future may not be expected. At the same time we cite another factor in the possible total development of our financial resources, that there is a greatly increasing dependence of college administrators upon a multitude of small gifts and there is an increasing disposition among the alumni and former students of American colleges to give consistently and regularly. The progress which has been made in the development of alumni

* *Proceedings of a Joint Conference of Colleges, Trust Institutions, Life Insurance and the Bar*, under the auspices of the Association of American Colleges, held in Philadelphia, April 24, 1934.—*Editor*.

funds for our institutions of learning really constitutes a phenomenon in American education. The presidents of some of our great universities, as well as some of our smaller colleges, freely admit that during the past years the contributions of the alumni, made often as an expression of sacrifice as well as loyalty, have saved their institutions from disaster. Just as apparently there are vast possibilities ahead in the matter of large gifts, so certainly we are within a relatively undeveloped area in the matter of small gifts.

In the recent regional conference held at Knox College, Illinois, President William Mather Lewis of Lafayette College made the suggestion that the alumni of American colleges constitute the greatest unorganized force in our life today and asked the question "Can they be turned to public service?" This is one of the most inspiring challenges that has ever come to college administrators and the future alone can disclose what the consequences may be.

Even now in the midst of what many people call a depression, we dare appeal to experience as well as to theory. As I write this Monday morning there comes to my desk the assurance from an American college president that during the last few years four million dollars have been subscribed and paid to his institution; from another, the announcement of a gift of \$1,100,000; from another, a gift of \$100,000; and still another indicates that it (I quote) "is venturing to enter the field again for finances, believing that economic conditions in this region are improving." It is interesting enough that on this same Monday morning, a president from a Middle West college wrote: "We have just recently lost one bequest because of the lack of a set-up such as the plan for cooperation of colleges and trust companies will give us." It is a well known fact that campaigns for money are now being initiated in different sections of the country and are proving successful.* A well known university in the Middle West has reported within the last few days the results of its efforts which are really remarkable, coming out of a campaign of publicity of but four months' duration.

* A partial list of gifts and campaigns in 1934 will be found on page 592.

It is in recognition of all of these facts that the American Institute for Endowments has been organized. The conception is a bold one, the possibilities are simply immeasurable. This Institute opens up in a sense, however, in addition to the considerations which have already been mentioned, a new consideration of very great significance and importance. The American Institute for Endowments appeals not only and entirely to the sense of social responsibility on the part of our people. In addition to that, it is an implement for the accumulation of funds for colleges at the same time destined, we hope, to help great agencies in American economic and professional life carry on their regular lines of activity. Through the plans which have developed during the last dozen years or more, under the legal guidance of Mr. Remsen, and inspired by the business and social impulse of Dr. Anthony and his Committee on Financial and Fiduciary Matters, we now have a method by which those who give, those who receive, and those who serve in the processes of giving and receiving, all derive a certain amount of life sustenance.

To make contributions to philanthropy in general and to the colleges in particular through the means which have been outlined in this conference,* and in several other conferences in different sections of the country held during the year under the auspices of the Association of American Colleges, is to appeal without prejudice and in a thoroughly ethical manner both to the philanthropic impulse and to the profit-making impulse. As the trust companies, the insurance companies, and the members of the bar carry on their legitimate lines of endeavor, they are serving themselves and they are serving the colleges. In turn the colleges in no small measure may serve the trust companies, the insurance companies, and the bar. Existing institutions in the business and educational world are learning to cooperate among themselves and as they build up their own several types of work they render a larger and larger service to the community at large.

* Conference on More and Better Wills, Davidson, N. C., November 21, 1934.

A SUGGESTION TO COLLEGES WHICH ARE INTERESTED IN THE "CAMPAIGN OF PERSEVERANCE"

A. C. MARTS
PRESIDENT OF MARTS AND LUNDY

THE "Campaign of Perseverance," which Dr. Anthony and Dr. Kelly have advocated to colleges which wish to strengthen their endowments and increase their equipment steadily from year to year, is a wise and essential undertaking. It has room within it for every sound plan of constituency building and I venture to suggest, as one measure to that end, a plan for stimulating alumni support. This particular plan does not undertake to increase the giving of your alumni this year, nor next year, nor the year after. The very nature of the "Campaign of Perseverance" imposes no such test on its techniques. But it does offer a much needed, long-term method for developing a keener sense of alumni responsibility.

Briefly, the suggestion is that the college include definitely in its cultural program at least one lecture a year on the general subject of giving. An absorbingly interesting lecture on this subject could be prepared from the historical standpoint, or from the standpoint of the present immense enterprise of voluntarily-supported institutions, or from the viewpoint of the techniques used to induce people to give, or from the viewpoint of the genuine cultural values which accrue to the giver's own personality as a consequence of his generosity.

There is a wealth of material available to the lecturer on each of these and many other related topics. The historical approach, for instance, could trace the course of civilization itself by the development of a sense of responsibility in succeeding generations toward the humanitarian, cultural and educational needs of society. The lecturer might discuss the effect which King Asoka's endowment of poor Buddha's religion had upon subsequent generations, or might assay the cultural values which have flowed from John Harvard's modest gift of 300 years ago.

An overhead view of the present institutions in America, which are here because men and women have made voluntary gifts to

found and maintain them, would be enormously impressive. There are, for instance, 210,000 churches in America thus supported. There are 526 colleges and universities, 2738 hospitals, 535 libraries, 1100 Y. M. C. A.'s, 1000 Y. W. C. A.'s, thousands of national philanthropic and cultural societies and, throughout the land, scores of thousands of other humanitarian, character-building, welfare and cultural institutions and organizations, all supported by the voluntary gifts of men and women who want to support them.

A lecture on the techniques of inducing people to want to give would provide opportunity for one of the most interesting portrayals of the human personality that I could imagine. The Old Testament sabbatical year, during which nothing could be planted in the field and the spontaneous growth belonged to the poor; the later Jewish Chamber of Whispers; the financial agent of the medieval monastery; the jousting tournaments in old Merrie England; the subscription rolls with which Ben Franklin's pockets were always bulging; the oyster supper of yesteryear; the "begging" letters; the modern campaign—these are the ingredients of a lecture which even college youth might reasonably be expected to enjoy.

So much for lecture material. Now, a word about the need and value of such lectures as a part of the cultural and educational process. The moment a college senior steps off the Commencement platform he becomes an alumnus and, therefore, a prospective contributor to the college. From that point on he is, usually, deluged with suggestive or appealing literature, or other media of persuasion, which seek to induce him to give money to Alma Mater. But had Alma Mater ever as much as intimated to him during the four years of his student days that the giving of money to a college or a philanthropic cause is one of the essential expressions of genuine culture? No, not a hint as to that, though the college had advocated strenuously every other possible cultural expression except this one, in which Alma Mater, herself, is so vitally interested.

Apparently, it has not occurred to the college that it could or should endeavor to include giving among the arts. Consequently, I venture to express the opinion that college education has not yet had the slightest effect, either one way or another,

on the attitude of its graduates toward the important matter of making voluntary contributions to America's cultural enterprises. To be sure, among the present generation of generous givers are many college-trained men and women, but there are just as many proportionately who are not college trained. And, unfortunately, some of the cleverest open-field side-steppers of philanthropic appeals in this generation are university and college graduates.

Thrift has long been advocated by the college as a virtue, as indeed it is. But giving is a virtue, also, of as long standing and of equal service to society. The church has consistently advocated both virtues, but has the college, which is next to the church, the second largest beneficiary of voluntary giving in America, yet thrown the weight of its influence in support of the latter virtue? I think not.

The suggestion is, therefore, that the college which is interested in the "Campaign of Perseverance" adopt giving as one of the recognized arts and commend it to its students while they are still on its campus as one of the important modes of cultural expression.

If the million youths who are in college each year could be given but a passing glimpse of America's voluntarily-supported enterprises in their imposing scope and significance, there might soon develop a deeper respect for these institutions which are serving the mind, and culture, and health, and character, and happiness of America. And there might come a time when the college graduate, the "free man," would not feel that he had achieved complete freedom of personality until he had learned to give money voluntarily and gladly to the on-going of the cultural forces of his day.

COLLEGES AND TRUST INSTITUTIONS COOPERATE

The number of colleges participating in "The Campaign of Perseverance," recommended by the Association of American Colleges, has materially increased during the past year. Thirty-eight are now known to be publishing in their catalogues or other college publications the "Forms of Bequest" as approved by the Association. They all include the usual forms for absolute gift to the college for general or special purpose and one or more

forms for a will or living trust calling for the services of a bank or trust company as trustee under The Uniform Trust for Public Uses.

Among such colleges are the following:

Agnes Scott College, Decatur, Ga.
Asbury College, Wilmore, Ky.
Bates College, Lewiston, Maine
Berea College, Berea, Ky.
Bethany College, Bethany, West Va.
Bluffton College, Bluffton, Ohio
Boston University, Boston, Mass.
Catholic University of America, Washington, D. C.
Central College, Pella, Iowa
Dickinson College, Carlisle, Penn.
Drury College, Springfield, Mo.
Florida State College for Women, Tallahassee, Fla.
Furman University, Greenville, S. C.
Gooding College, Wesleyan, Idaho
Grove City College, Grove City, Penn.
Holy Cross College, Worcester, Mass.
Intermountain Union College, Helena, Mont.
Keuka College, Keuka Park, N. Y.
Lindenwood College, St. Charles, Mo.
Mercer University, Macon, Ga.
Missouri Valley College, Marshall, Mo.
Marietta College, Marietta, Ohio
Ohio Northern University, Ada, Ohio
Rollins College, Winter Park, Fla.
St. Bonaventure College, St. Bonaventure, N. Y.
St. Johns University, Toledo, Ohio
Skidmore College, Saratoga Springs, N. Y.
Southwestern University, Georgetown, Texas
Tusculum College, Tusculum, Tenn.
University of Oregon, Eugene, Oregon
Villanova College, Villanova, Penn.
Washington College, Chestertown, Md
Western College, Oxford, Ohio
Westminster College, Fulton, Mo.
William Jewell College, Liberty, Mo.
Willamette University, Salem, Oregon
Wilmington College, Wilmington, Ohio
Wittenberg College, Springfield, Ohio

NEW COLLEGE AND UNIVERSITY PRESIDENTS

(Announced since printing of May BULLETIN)

Alcorn Agricultural and Mechanical College, Alcorn, Miss.: William A. Bell.

Dean of the South Carolina State College at Orangeburg.
Alfred University, Alfred, N. Y.: J. Nelson Norwood.

Professor of History and Political Science, and Acting President.

Baldwin-Wallace College, Berea, O.: Louis C. Wright.

Pastor of Epworth-Euclid Methodist Episcopal Church, Cleveland, O.

Bethany College, Bethany, W. Va.: W. H. Cramblet.

Treasurer of the College.

Central College, Pella, Ia.: Irwin J. Lubbers.

Assistant to the President, Carroll College, Wis.

College of William and Mary, Williamsburg, Va.: John S. Bryan.

Publisher of *The Richmond News* and Vice-Rector of the College.

Colorado College, Colorado Springs, Colo.: Thurston J. Davies.

Secretary of the Graduate Council and Supervisor of Sports at Princeton.

Cotner College, Lincoln, Nebr.: Raymond Aylsworth.

Professor of Biblical Literature and History and head of Department of Religion at Eureka College.

Defiance College, Defiance, O.: Frederick W. Raymond.

Assistant Superintendent, Congregational and Christian Conference of Illinois.

Dickinson College, Carlisle, Pa.: Fred P. Corson.

Superintendent of Brooklyn Southern District of New York East Conference of the Methodist Episcopal Church.

Georgia State College for Women, Milledgeville, Ga.: Guy H. Wells.

President, South Georgia Teachers College.

Georgetown College, Georgetown, Ky.: Henry N. Sherwood.

Professor of History, University of Louisville.

Guilford College, Guilford College, N. C.: Clyde A. Milner.

Dean of Men, Earlham College.

Hamline University, St. Paul, Minn.: Charles N. Pace.

Superintendent of Minneapolis District of the Methodist Episcopal Church.

Hastings College, Hastings, Nebr.: John W. Creighton.

Department of Religious Education of the College of Wooster.

Huron College, Huron, S. D.: Frank L. Eversull.

Principal of Senior High School, East St. Louis, Ill.

Intermountain Union College, Helena, Mont.: Jesse Bunch.

Inter-Church University Pastor, State University of Montana.

James Millikin University, Decatur, Ill.: John C. Hessler.

Professor of Chemistry at Knox College and at one time Dean and Acting President of James Millikin University.

John B. Stetson University, Deland, Fla.: W. S. Allen.

Vice-President, Dean and Chairman of the School of Education, Baylor University.

Lenoir Rhyne College, Hickory, N. C.: P. E. Monroe.

Pastor, Lutheran Church, Concord, N. C.

McMurry College, Abilene, Tex.: C. Q. Smith.

Presiding Elder, Cisco District, Central Texas Conference of the Methodist Episcopal Church, South.

Maryland College for Women, Lutherville, Md.: Frederick E. Metzger.

Professor of Latin and Greek Languages and Literature, Maryland College for Women.

Mississippi State College, State College, Miss.: G. D. Humphrey.

State High School Supervisor, Mississippi.

Norwich University, Northfield, Vt.: Porter H. Adams.

President of the National Aeronautic Association.

Oklahoma Baptist University, Shawnee, Okla.: John W. Raley.

Pastor of the First Baptist Church, Bartlesville, Okla.

Oklahoma City University, Oklahoma City, Okla.: W. S. Athearn. Died November 13, 1934.

President of Butler University.

Reed College, Portland, Ore.: Dexter M. Keezer.

Associate Editor of *Baltimore Sun* and since August, 1933,

Director of Consumers' Advisory Board of the NRA.

Rockford College, Rockford, Ill.: Gordon K. Chalmers.

Professor of English, Mount Holyoke College.

St. John's College, Annapolis, Md.: Amos W. W. Woodcock.
Federal Prohibition Administrator.

St. Mary's of Notre Dame, Notre Dame, Ind.: Sister Madeleva.
President of the College of St. Mary-of-the-Wasatch.

State University of Iowa, Iowa City, Ia.: Eugene A. Gilmore.
Dean of the College of Law.

University of Notre Dame, Notre Dame, Ind.: John F. O'Hara.
Vice-President of the University.

University of Washington, Seattle, Wash.: Lee P. Sieg.
Professor of Physics, Dean of the College and of the Graduate
Schools, and Acting Dean of the School of Education, Uni-
versity of Pittsburgh.

Western Reserve University, Cleveland, O.: W. G. Leutner.
Dean of Administration, and Acting President.

Willamette University, Salem, Ore.: Bruce R. Baxter.
Dean of School of Religion, University of Southern California.
Winthrop College, Rock Hill, S. C.: Shelton J. Phelps.

Dean of the Graduate School, George Peabody College for
Teachers.

CONSIDER THE COLLEGE PRESIDENT

CARL GREGG DONEY*

THOUGH there are only four or five college presidents for each million of the population, they have a relatively large place in public thought. That is to be expected because of the commitments they receive, though the cynic will say that six frogs can vocalize a wide-spread pond. College presidents do not boast of their small number; they do not boast of themselves after they have served a year or two; they do, however, boast of their colleges to the point of endangering their souls, as each will testify of all except himself.

Like the wild turkey and Indian corn, the college president is indigenous to the Western hemisphere. He has never been organized and the Federal Government presents him with no

* The ninetieth commencement of Willamette University was held on June 11, 1934. At that time Dr. Doney's long term (nineteen years) as president came to a close. At the conclusion of the commencement exercises President Doney read a paper of which the above is an extract.—
Editor.

code. He is *sui generis* and beyond the range of scientific categories. Supposedly he is chosen for his wisdom, but the Son of Sirach says, "The wisdom of the learned cometh by the opportunity of leisure." Wise the president possibly is when first invested with his office, for he may have a stored reservoir of wisdom which, with initial plenitude, he sprays upon the campus and beyond; but too soon the fountain begins to trickle unless he learns the art of thinking while asleep and of reading when he eats. Leisure and he were divorced when he said to his trustees, "I accept the office." In his inaugural address he pledged the full measure of devotion to the college, thinking this a customary euphemism, and little knowing that he would keep the pledge to its utmost jot and tittle.

Immediately he became a crusader, burning with zeal as he saw afar the shining towers that he must capture. Endowment, buildings, faculty, students, trustees, alumni, and the public signalled with white banners and he fashioned ideas into weapons by which to make the conquest. Day and night he offered sacrifices to Minerva as he sought to be an educator, administrator, author, orator, financier, judge of men, counsellor, seer, and prophet. A hundred years ago, Arnold of Rugby, a man of uncommon conscience in the use of words, spoke of his work as affording "infinite employment." No wonder the Arnolds, Dwights, Angells, Eliots, Tuckers, and Hopkinses are counted on the fingers. No wonder the average duration of a college administration is three years and a fraction, evidence perhaps that men rush in where angels fear to tread.

Still it remains true that a committee, seeking a new president, never feel themselves neglected, rather be it said that they never venture out alone. They make it known to the candidate that the election will not mean a Bradstreet rating. Candid friends will tell him that if the honor tempt there will also be teeth that gnash and alumni who are sure that something must be done about something. If he expects the gratitude of students to cover him like gentle dews of heaven, he will learn that those of lean and hungry marks will in their poverty refuse to do him reverence. The faculty that rise up to call him blessed may also bless him in the market place and at the going in of the

gates. And the trustees whom he assembles to give approval to his plans can prove to be possessed of evil spirits.

Undaunted the aspirant does not withdraw his name and for that I lift a cheer. It rejoices me that he wants the job; it shows that there still are men of vision who see that this is the richest, loveliest work that God and man together have contrived. Let all that the misanthrope declares be true, there are yet other truths so enchanting that no single soul has touched their limits.

Who, after all, are trustees, faculty, alumni, public and president but adjuncts to the campus? Necessary they are, like workers who store honey in a hive that other generations may be nourished. The college campus is the objective center, the bubbling spring of life; as exciting as a menagerie, as filled with hope as the babyfold in a hospital, and as wholesome as manna dropped from heaven. There youthful visions like searchlights play along the wide horizons while truth breaks out of darkness to affirm that those who seek shall find; there is the whiff and wind of growing greatness; there is the grace of culture which depressions never dissipate, no enemy destroys, no thief removes, no force enslaves; which fills leisure with beauty, alleviates the ills of flesh, and gives delight to age.

In this presence the college president lives. For him as well as for all others, the soul of progress is progress with great souls. There is warmth for him who blows the coals of youth into a living flame. He who carries up the education of another is himself instructed, for a guide will study well the path that lies ahead, and from those who journey with him come nuggets of pure gold. He is not condemned to spend his life in dropping buckets into empty wells and drawing nothing up.

HERBERT HOOVER leads all Presidents of the United States in the matter of honorary degrees. These degrees have been conferred by twenty-six institutions of higher learning throughout the world: Brown, Pennsylvania, Harvard, Yale, Columbia, Princeton, Johns Hopkins, George Washington, Dartmouth, Rutgers, Alabama, Oberlin, Liege, Brussels, Warsaw, Cracow, Oxford, Rensselaer, Tufts, Swarthmore, Williams, Manchester, Prague, Ghent, Lemberg and Cornell.

GLIMPSES ALONG THE COLLEGE FRONTIER

NOTES FROM ANNUAL REPORTS, 1934

AS THIS issue of the BULLETIN goes to press a careful count indicates that there have been received at the headquarters office to date some thirty President's and Dean's Reports for the academic year 1933-34.* The file is by no means complete, for November in this as in other fields is a harvest month, many institutions bring out these publications in mid-winter, and a considerable number have ceased to publish during the depression. Among many noteworthy items, the following seem particularly significant.

I. The tone of optimism and courage. Not one report under consideration has indicated blindness to the situation in which the college finds itself, or a sense of foolish security in the economic turmoil, but even the most severe test of financial administration is met with heroic spirit. One President writes:

This may be more somber in tone than some of my previous reports but nevertheless it speaks with confidence and hope. The times are confusing and appalling, but no mood of pessimism can take possession of us. We face the future with courage and good cheer.

Where there has been a feeling of anxiety and uncertainty, the year has seen improvement. After commenting upon material changes, a Mid-West President remarks a definite transformation in the general spirit of the college:

This, as I have said, was in no small part due to the work on the administration building. It was, in my judgment, due in part also to a renewed determination on the part of those of all the groups most intimately connected with the College that the decline in enrolment must cease, that the

* Reports received up to November 15 include those of the following colleges: Albion, Agnes Scott, Amherst, Baker University, Barnard, Bates, Boston University, Bowdoin, Coe, Columbia (Columbia University), Cornell, Denison, Franklin and Marshall, Guilford, Hamilton, Knox, Lafayette, Mt. Union, New Jersey College for Women, New York University, Otterbein, Princeton University, University of Richmond, St. Lawrence University, Syracuse University, Vassar, Washington and Lee University, Wesleyan University, Western Reserve University, William Penn.

service to be rendered by the College must be strengthened in all directions, and that the future of the College in its essential respects must be guaranteed.

II. *Greater seriousness on the part of all connected with the college enterprise.* There is a new conviction that the vitally important thing today is for the college to do a good job—that the job is worth doing and doing well. In line with the recommendations of the North Central Association, this leads to a review of the aims and purposes of the institutions in the light of modern conditions, to greater emphasis than ever before on the importance of good teaching and the welfare of the teacher, to the better integration of the whole educational program. One President speaks these ringing words to his Board:

The American college, like any other unit in our educational system, will survive only if it provides something essential to society; if it is mobile enough to meet new problems with skill and judgment; if it is not bound to tradition and is not throttled by inertia. No institution can successfully maintain the attitude that the intellectual stimulus which it provided for the fathers is good enough for the sons. The law of supply and demand holds in the academic field no less than in that of business. The college that stubbornly persists in meeting twentieth century questions with nineteenth century answers will soon find its classrooms and laboratories emptied of students. Thus it comes about that Boards of Trustees and Faculties are called upon as never before to study the offerings and the policies of those institutions in which they are interested to the end that they may supply not what they wish the times demanded, but what is actually demanded.

Even before financial responsibility is held the obligation of growing knowledge, sympathy and wise counsel in educational statesmanship. This has led to surveys of individual institutions by experts from outside in some quarters, and to self-studies by administrators and teachers, by alumni and students. As an illustration, President Sills of Bowdoin reports appointment of a Committee of the Directors on Educational Policy, which

will confer with the Faculty and will from time to time make recommendations to the Governing Boards concerning courses of study, methods of instruction, requirements for admission, and for degrees, and other matters of policy re-

lating to education. Necessarily the educational direction of the College lies in the hands of the Faculty and it is not intended that this new committee shall in any way interfere with or usurp the functions of the Faculty. But very often questions of educational policy have to be brought to the Boards without proper consideration. This new committee will not only receive such suggestions, but will try to keep in touch with educational trends in other institutions.

Another report concludes with this reminder:

Not a small part of what concerns this Board has to do with material resources, income and outgo, dollars and cents, physical equipment. Without careful attention to these matters, we would not long be a going concern. On the other hand, it must not be forgotten that these are means to an end, and that the end—the education of youth—is the all important task. Everything that we do must be in the interest of the students. We are trustees not only of the buildings and endowments, but we are trustees having a vital interest in the welfare and educational progress of the young men and women who are placed in our care. The latter is quite as much a responsibility of the Board as the former. It is a satisfaction to note that there has been a growing appreciation of this two-fold obligation on the part of the trustees.

Presidents and Deans are calling a halt on salary cuts and are interested in constructive planning for the future, in sabbatic leaves and retiring allowances. They realize the truth of President Hutchins' trenchant statement:

Economy has become necessary and the two most obvious ways to accomplish it have been to cut salaries and to dismiss teachers. In many cases these measures have been used so recklessly as to break the morale of faculties and imperil the standard of the teaching profession. The competent and aggressive will turn to other occupations and the schools will be manned by poorly trained, inexperienced, and inferior personalities. There is no more certain way of destroying the best in our social order.

In one of the larger institutions, the Dean of the Faculties says:

The teaching staff has appreciated the efforts that have been made to maintain the schedule of salaries and has in consequence cheerfully assumed the burden of additional teaching hours, of larger classes and of lessened time and

opportunity for private research. Notwithstanding this maintenance of morale, the continuation of present conditions threatens serious consequences, among them the sense of discouragement, which will almost inevitably follow a too protracted failure to advance the salaries of the younger officers of instruction. Moreover, continued limitation of time and facilities for research will have a deleterious effect upon the efficiency and standing of the faculty as a whole.

A President in the South calls attention to a situation that is all too common throughout the country and for which the trustees must assume responsibility:

Our faculty and officers have had to bear the brunt of the depression so far as this College is concerned. Salaries make up the larger part of our budget so that any reduction in expenses is obliged to touch our salary scale severely. The increase in scholarship aid given for the last two years has, in the last analysis, been given by our staff. The endowment income used to help students would have been available for the payment of salaries if a cut had not been made, and yet neither officers nor teachers have complained about this, showing a fine spirit of cooperation.

Another says:

May I say that while the faculty as a whole has been most generous in its attitude toward financial difficulties, there are many cases of concealed embarrassment and not a few cases of real need. Financial relief is imperative.

In another way, the economic situation has been not without benefit to the college. Those in authority seem to realize that an integrated program is a necessity, that the function of the college is not to be all things to all men, but to fill a specific need—to provide a liberal education that will “conserve freedom of discussion, inform, give understanding, provide students with bases of judgment.” So one President writes:

I might add here our feeling that the future of the institution is not in some widening compass of endeavor but in a frank acceptance of limits and a devoted effort to establish within those limits the very finest enforcement of training.

President Lewis has thus placed the matter before his Board:

Effective leadership will be forthcoming, it seems to me, if the college will direct its attention to its teaching func-

tion; if it will, in its every policy, have true dignity, sincerity and high-mindedness; if it will do a few things well. That college is a great college which has in it just a little group of teachers who in season and out of season glorify in their lives and in their teachings the things of the mind and the spirit. Students who have sat at their feet will go out with a conception of the true beauty of life and a sense of their responsibility in sharing this beauty with others. And it is such leadership which an oppressed world needs today above ought else.

III. *Evidence of definite achievement.* The colleges represented are actually making progress in becoming better colleges. Space permits only a few typical illustrations of this.

(1) First of all, the colleges are playing a part in the living, changing world of today. They are contributing their part to better government and broader social justice. One report says:

Our students have experienced a real thrill from watching the vital part played by the professors of their university in the reconstruction of our country. History in the making has continued to pass before our eyes, and the College has felt very near the center of these great events.

Another contains the following comment:

The University may be proud indeed of the efforts of its faculty and its alumni in assisting to secure the passage of a bill by the recent legislature raising the requirements for admission to the bar in Virginia.

And another:

We have taken our full share in community leadership during the present crisis. Professor A. served most efficiently as chairman of the local CWA activities. Professor B. occupies a position of leadership in the plans for the Tercentenary of this state. Another faculty member had the privilege of serving on two of the labor boards to adjust impending strikes in state industries.

(2) The teachers are giving themselves to their teaching with renewed energy and enthusiasm. Generous tribute is paid by the executives to the loyalty and devotion of the faculties. Almost everywhere it is literally true that "each member of the staff is often called upon to carry beyond what has been and is considered good practice, but even these heavier duties, longer

hours, and greater attention to detail have been carried through in good spirit."

Furthermore, in spite of the dangers recognized as incident to overburdened classroom demands, many professors are doing research of a high order. At Wesleyan University and at New York University emphasis is placed on this phase of college life. President McConaughy takes vigorous issue with the Phi Beta Kappa magazine article which recently described the college as a place where no scholarly research can be expected. He says:

We do not believe that the indictment is fair; there are, I think, at least half a dozen colleges with a record in faculty research comparable with that of most universities. Approximately \$30,000 is being expended annually at Wesleyan for the encouragement of research; I should like to see this figure increased to at least \$50,000. . . . Approximately \$1,000 will be spent next year toward the traveling expenses of members of the faculty for attendance at learned society meetings; approximately \$5,000 in secretarial aid in the departments; all of this is a direct aid to research.

(3) The improved relations between teachers and students due to closer cooperation for intellectual and spiritual as well as physical development, and to the personnel programs of friendly counselling, are frequently remarked. Self-study, and study of the inner life and needs of the institution as a whole by both faculty and students are often mentioned. At Denison, Muskingum, Coe, Wellesley, Vassar, North Carolina, New York University, Haverford and elsewhere valuable results are being obtained. As one report puts it:

I would call attention again to the friendly spirit of cooperation and helpfulness that pervades both the faculty and the student body. This is a great asset that deserves not only special mention, but aggressive cultivation. Equipment may become obsolete, buildings may decay, but friendship between teacher and taught is enduring.

(4) In achieving an integrated program three items indicate progress. The adoption of the comprehensive examination for seniors covering work done in connection with the major, the notably increased use of the libraries, and the voluntary assumption of responsibility by students for self-directed study. Two

reports make the following significant comments on the comprehensive examination:

There seems to be no question that it is sound procedure and will have, through the years, important effects in encouraging students to retain the material they have studied and to organize it coherently in their own minds. . . . The announcement of the adoption of the plan met with varied responses. The student senate by a formal vote commended it and urged the faculty to extend the scope of the plan and carry it to its logical conclusion at the earliest possible moment. On the other hand, there was a definite feeling of uneasiness in some quarters and a marked tendency to consider transferring to other institutions where graduation requirements are materially less rigid. It is extremely significant that the faculty has undertaken this experiment. It required great courage and integrity of academic purpose to do anything of this character in times as difficult as these.

During the past year, as in previous years, the faculty have been studying modern developments in educational procedure, and from time to time have adopted certain progressive practices. The outstanding event of the year in this direction has been the conduct of comprehensive examinations for seniors in their major field. The professors involved have met their majors in weekly conferences. With but few exceptions, these students have successfully passed this examination, which is a requisite to graduation.

One of the most encouraging features of the 1934 reports is that everywhere the circulation of books, which has steadily increased for several years, is still on the upward grade: in one instance the gain reported is 17 per cent, in another 10 per cent in the number of volumes taken for use outside the library; in still another a gain of 38 per cent over the previous year in the use of reserved books is reported. Library space is exceedingly congested, reading rooms being often crowded to the saturation point. New buildings are badly needed in some quarters. Typical statements of variant points of view only confirm the essential unity of conviction:

The gifts which made possible the founding of most of our colleges included books. Libraries are never finished. They must include not only the books that never die, but those that gather fresh wisdom out of the present and look

further into the future. But books are not all. The library must be a place where men "may read, discuss, think, and when they are ready, write." There must be room for books, and also for students and faculty in close conjunction—a "warm place where the students may make friends with books and teachers." The library is the center of the intellectual life of a college and the place where students find encouragement to move out into new frontiers of thought. A new library building is a present serious appeal to strengthen the work of the college.

Recent trends in thought upon American education indicate an increased emphasis upon those fields of study which do not depend directly upon the laboratories as agencies of investigation. The last generation has been one in which it is fair to say that the chief emphasis has been placed upon the sciences, and it is probably true that they have been favored in equipment and budgetary support more than the humanities. . . . There is likely to be an accelerated demand for workshop facilities in the several fields of social science that will require books and material library equipment to a degree that we have never experienced and which, perhaps, few realize at the present time. No more useful work for the welfare of our University can be undertaken than the provision of adequate library facilities for all departments of the University.

While course requirements account for much additional reading, most cheering is the fact that requests for separate library reference shelves on the college curriculum and contemporary educational experiments carried on in American colleges came from several groups of students. Fraternity life is being critically reviewed. "Some fraternities are asking themselves what their contribution is to the aims and purposes of a college." At Swarthmore, after two years' discussion, the final vote on the recommendation of the Women's Student Government Association resulted in the abolition of women's fraternities by a majority of 168 to 109. The President writes:

The efforts of the undergraduates to place emphasis upon a unified and democratic all-college social life have proved exceedingly successful up to this time and give promise of still finer results in the future.

A notable development in the "Four Course Plan" at Princeton is reported by President Dodds:

A new regulation will permit exceptional seniors to take only three courses the first term of senior year and, if the performance warrants, no courses the second term of senior year. Forty-four members of the Class of 1935 have qualified for this plan of self-directive study. The plan is in the nature of an experiment and if the students make proper use of their privileges, it may be found feasible later to extend the privilege to a larger proportion of our abler students.

(5) The awareness of a new world is apparent in the place assigned the arts and to extracurriculum activities. Denison University and Barnard College are pioneering in this field. Many of the colleges report quickened interest in music. At Hamilton, for instance, there has been a noticeable increase in circulation of music scores and books on music in the general library—a total of 1429 of these loaned during the past year. The Carnegie Corporation gifts here and elsewhere are bearing fruit.

(6) Interest in religion seems to be increasing. President MacCracken of Vassar says:

There has been a steady growth in electives in religion, with a 60 per cent increase in the past six years, and for next year, electives are the largest in the history of the college.

At the University of Richmond, the professor in charge reports to the President an increase in attendance on Bible classes of 75 per cent, as compared with the previous session, and recommends the immediate purchase of more reference books for this department. The President of Boston University reports encouragingly on the activities of the Department of Student Counseling and Religious Activities, and adds:

In this department not only, but throughout all the Colleges and Schools of the University, there is high resolve that the University shall not go off the soul standard.

A member of Congress lecturing at a small college last winter was impressed by the contrast between undergraduates of today and those of his own day or of a decade ago. "He seemed to feel that our students are intellectually more interested than their predecessors, and very much more keenly concerned about

the problems of government." The college faces great opportunity today, for as President Clippinger concludes the report to his Board:

Where can we find a finer source of idealism and spiritual energy than in the Christian college? Its students are from the finest of our homes. They are the choicest of our public schools, and they have constantly before them the finest ideals of citizenship and service.

The reports under consideration support the assertion of Dean Hawkes of Columbia that "the constructive work of the year 1933-34 makes for a college which is distinctive and adapted to the spiritual as well as the temporal needs of those who must needs bear the heat and burden of the difficult and perplexing days that the future has in store."—*M. T. B.*

"**BRAIN TRUSTERS**" produced by universities are not novel in the White House. The United States Office of Education has gone over the records and reports 19 of the 32 American Presidents were college graduates, six were college presidents, and four college professors. Many of them have been trustees.

Among the nation's Presidents who have served as trustees are George Washington, trustee of Washington College, Maryland; James Madison and James Monroe, trustees of the University of Virginia (serving with Thomas Jefferson, founder and rector of the University); James A. Garfield and Grover Cleveland, trustees of Princeton University; Calvin Coolidge, trustee of Amherst; Herbert Hoover, trustee of Stanford University; President F. D. Roosevelt, trustee of Harvard, Vassar, Bard (St. Stephen's) and Cornell University.

No material investment is so safe as that of money given to a well-founded and well-managed college. The funds given to Oxford well-nigh a thousand years ago are still treasured unto a life beyond life. The students at Harvard College are now living under the benefits derived from foundations made more than 250 years ago. The college does not go into insolvency. The trustees of a college represent usually the soundest integrity and the soundest wisdom of the community. No class of men are, on the whole, better fitted to administer trust funds than the trustees of the American college.—*Charles F. Thwing.*

AMONG THE STATE AND REGIONAL CONFERENCES

THE OHIO STUDENT RECRUITING CONFERENCE

W. G. CLIPPINGER

PRESIDENT OF OTTERBEIN COLLEGE

THE OHIO COLLEGE ASSOCIATION through its Committee on College Entrance Requirements called a meeting of all administrative officers of all colleges in the state at Columbus, Ohio, October 5 and 6, to face problems of mutual interest, chiefly in the field of student aid, student soliciting, and admission standards. The meeting was largely attended and brought together the most democratic representation of the colleges possibly ever held in the state.

The major interest centered in the question of the ethics of present recruiting practices of the various colleges represented. Such topics as the collection and remission of fees or the extension of time for payment of fees, scholarships, and self-help occupied one period of the discussion. The work of field agents or solicitors was given serious consideration. The use of commercial organizations for this purpose and that of regular college officials was discussed. Methods of approach to students in high schools and homes, and college field days on the campus, constituted material, and, also, the flexibility in admission requirements.

It was unanimously conceded by all those present that there was such a variability in practices among the colleges of the state with regard to fees, tuitions, methods of payment, awards of scholarships, etc., that it amounted to a kind of cut-throat competition on the part of the colleges. Questions were raised with regard to the business practice of permitting deferred payments of fees and tuitions and how far a college is justified in doing it. The opinion prevailed that good business practice would justify the collection of all fees within the semester, and that the taking of notes and the extension of time of payment beyond the semester was bad business practice. Some colleges do not allow students to take examinations until all bills are paid. Others give the examinations but do not record the credits.

The desirability of allowing a rebate to ministers and ministers' children was given consideration. Some colleges give as much as 50 per cent, others smaller amounts. Some colleges do not allow any. There was rather general opinion that it was not a good practice unless it had been written into the charter or articles of incorporation of the institution.

Just what constitutes a scholarship was discussed. It was the general opinion that scholarships consist only of money which comes from invested funds designated for that purpose or cash gifts for emergency scholarships. The custom of indiscriminate awarding of scholarships and other benefits and of competing for students by the use of valuable scholarships was generally deplored. One institution indicated that it does not award any scholarships unless the student's record is carefully investigated. Another institution indicated that four tests of a student were to be recognized before any aid should be given: (1) scholarship standard, (2) need, (3) desire to attend this particular college, and (4) desire to remain through the four years. One institution which has a large patronage and high-grade students does not give any scholarships whatever. The question arose as to whether the refusal to grant scholarships except for merit, that is, non-competitive, in the long run would not be an advantage to the college. It was felt by a good many that the practice of granting scholarships indiscriminately is doing as much damage to the student as to the institution which indulges in the competition. It violates his personality, puts him on the auction block for the highest bidder, and, in the long run, spoils his perspective of the real value of an education by concentrating his attention upon the monetary advantages in the competition. It was pointed out that Harvard never gives freshmen scholarships excepting as they may be awarded through alumni groups.

In Ohio there is an organization of publicity men and field solicitors. It was interesting to note that coming from this very group there was a strong sentiment that they should all withdraw from the field or that the present cut-throat competition should be modified and conducted on some ethical basis by common agreement. In brief, it was not thought either ethical or educational to carry on a campaign of high-powered salesmanship in the securing of students.

The panel discussion in the evening session was carried on after the same fashion as the afternoon discussion.

An elaborate questionnaire inquiring into the practices of the colleges was submitted by President Wilkins of Oberlin College. It was referred to the Executive Committee of the Association to be revised and modified and presented for use at the spring meeting of the Association. This questionnaire is designed to get the exact data concerning the practices of the colleges in field work, the awarding of scholarships, remission or rebating of tuitions and other items mentioned previously in this report. It will be interesting to discover the results of such incisive inquiry into college practices.

One feature of the meeting which impressed all who were present was the unanimous opinion that these undesirable practices do prevail and that they should be stopped or modified, but there was very little willingness on the part of those present to stand to their feet and make an open confession that their own institution was guilty.

The Saturday morning session concerned itself with admission requirements and resolved itself in part into a legislative meeting. As it bears upon the proposed Emergency Schools and the transfer of work to colleges of the Association the following action was taken:

WHEREAS, the Ohio Emergency Schools Administration has addressed to the Presidents of Ohio Colleges and Universities belonging to the Ohio College Association a letter asking cooperation in the Department's establishment of emergency school classes on a junior college level.

Be it *Resolved*, that this Ohio College Association Conference of Presidents, Registrars, Alumni Secretaries and Student Recruiting Officials hereby records its commendation of the worthy purpose which animates the Ohio Emergency Schools Administration and its desire to cooperate as far as is feasible.

Be it further *Resolved*, that this Association Conference recommends to member colleges that they shall afford examinations, after their matriculation at these colleges, to students who have completed emergency courses on the junior college level, with credit to be granted in accordance with the procedure for advanced standing regularly in force in individual colleges,

Be it further *Resolved*, that this Association Conference does not deem it feasible for colleges to assume the responsibility for providing syllabi of courses for the emergency classes.

Be it finally *Resolved*, that a copy of these resolutions be sent to the Supervisor of the Ohio State Emergency Schools Administration.

All in all, this was considered one of the most helpful meetings of the college men in many years. To be sure it was largely a discussion and a clearing house for opinions and only in part was it legislative, but the result of it should be beneficial in correcting abuses on the part of colleges which have unfortunately deemed it imperative to fill up their freshman class rather than strengthen their educational program.

THE KNOX COLLEGE CONFERENCE

A REGIONAL conference of the Association of American Colleges was held at Knox College, Galesburg, Illinois, on October 30 and 31, 1934. There were in the neighborhood of one hundred delegates in attendance, representing colleges located in the upper Mississippi valley states. William Mather Lewis, President of the Association, and R. L. Kelly, the Executive Secretary, were the official representatives of the Association. A meeting of the Executive Committee of the Association was held at noon on the 31st and this meeting brought to the Knox Conference every member but one of the Executive Committee.

President Lewis appointed a committee to make a resumé of the discussions consisting of President H. M. Gage of Coe College, President Lucia R. Briggs of Milwaukee-Downer College, and President Henry M. Wriston of Lawrence College. The proceedings here reported were prepared by this committee in collaboration with the Executive Secretary.

President Lewis opened the conference with a rapid review of current college problems. He suggested that the times in which we live may be normal, and that the conditions prevailing from 1920 to 1929 were quite artificial. In any event, it is wise to determine the level on which we are now traveling and on

which we apparently must travel for some time to come and to adjust ourselves to that level.

As evidences of the relatively good condition of the colleges today, President Lewis cited the remarkable progress of the Association of American Colleges during the year, the increased enrolments this fall in a majority of our colleges, the better financial standards of the students, the frank facing which the colleges have made of the implications of possible grants from the Federal Government, the determination of most colleges to hold as their chief objective their contribution to society through their graduates and not to think of the college primarily as an instrument to keep people off the streets, to help unemployment, to develop memory experts, or to emphasize the money value of college education. He emphasized the significance of the intangibles as the real reason for extending the influence of our colleges and referred to American college graduates as our greatest unorganized force, asking the question, "Can they be turned to public service?" An organized forum for the alumni of the whole country would be influential and possibly a decisive factor in determining the course of popular opinion and action.

Dr. Kelly presented the relations of the Federal Government to the colleges, principally under the headings: the NRA, the RFC, the FERA, and the PWA.

In July, 1933, a committee representing the American Council on Education, the National Catholic Welfare Conference, the National Education Association, and the Association of American Colleges, was appointed. This committee reported at the St. Louis meeting in January, 1934, that the National Recovery Administration had exempted both publicly and privately controlled non-profit making colleges from the codes and had recognized that all such colleges are public institutions. During the year some effort has been made, usually by the state directors, to include special agencies operating in the colleges under the codes. Dr. Kelly read a letter from the Code Authority of the Private Home Study School Industry in which definite assurance was given that this effort would no longer be made on their part. He cited this as a concrete illustration of the general disposition of the National Recovery Administration to make a proper ad-

justment of their regulations when their attention was called to irregularities.*

With reference to the Reconstruction Finance Corporation, he reviewed briefly the efforts of the Association during the year to carry out the mandate given at the St. Louis meeting to secure new legislation in behalf of the colleges. A special committee on legislation was appointed consisting of President Daniel L. Marsh of Boston University, Professor George Johnson of The Catholic University of America, and President C. H. Marvin of George Washington University. The President and Executive Secretary worked actively with this committee. A bill was prepared by a special committee of this group, known as the Guyer Bill in the House and the Walsh Bill in the Senate, which provided for loans from the Reconstruction Finance Corporation to refinance college indebtedness at low rates of interest and on long time payments. This bill was generally approved by members of Congress on condition that it had the approval of President Roosevelt. In the end, he definitely announced his disapproval. In the conference with President Roosevelt, in the hearings before the Committee on Banking and Currency, and with members of the Reconstruction Finance Corporation, numerous objections to the proposed legislation were set forth, among them being that all of the loans which the Reconstruction Finance Corporation have made have been to industry for the purpose of maintaining and increasing employment of labor, and they have been made upon the basis of definite collateral. Dr. Kelly called attention also to the fact that loans now being made directly by the banks, or by the banks in cooperation with the Federal Reserve System, were being made on notes, not to exceed five years in maturity and on self-liquidating projects within the area of solvent industry, and that the announced policy of the Administration up to this time did not include loans to educational institutions under any circumstances and cer-

* Since the Galesburg Conference, this Committee has held a session in Washington, all members being present including Dr. George F. Zook, *ex-officio*, at which steps were taken to secure rulings from the reorganized National Recovery Administration, assuring a continuance of the general principles heretofore in vogue and dealing specifically with such service agencies as book, drug and notion stores, restaurants, cafeterias, construction operations, etc., when under the immediate control of the colleges.

tainly not under circumstances violating any of the accepted procedures just cited.

In the discussion the opinion was vigorously expressed that the colleges should not subject themselves in any way to the possible domination of the Government. At the same time, the majority of the conference delegates voted tentatively, as a means of assisting the Executive Committee of the Association in working out a policy, that the Association should continue its efforts in Washington in behalf of the type of legislation attempted last year.

The operations of the Federal Emergency Relief Administration on the campuses of American colleges are known to all college administrators. The Government is now contributing through these operations about a million and one half dollars per month to a total of almost one hundred thousand needy students. Dr. Kelly expressed high appreciation of the fine spirit of cooperation shown by the colleges everywhere in bringing about what is usually considered as a happy result. The conference went on record in a hearty expression of appreciation of the differentiations from ordinary kinds of work which have been made by the Federal Emergency Relief Administration and their disposition to liberalize provisions as a result of experience.

There was also a distinct difference of opinion among the members of the conference as to the advisability of asking the Government to authorize the Public Works Administration to extend their operations into the college area. There was a very considerable minority which favored this extension, but a large majority did not approve a motion so to instruct the Executive Committee.

The fact was brought out that vast sums of money at the disposal of both the Reconstruction Finance Corporation and the Public Works Administration are still uncalled for because of the unwillingness of eligible agencies to go further in debt and to meet the required conditions. Illustrations were given of the disposition of local banks to loan money to colleges for purposes of refinancing at lower rates of interest, and colleges interested were urged to take this matter up with their own banks.

At an evening dinner session, President Britt presented and discussed problems of recruiting students. The Association of

American Colleges has a committee at work studying the problem, which will make a report next January. It may be taken for granted that field work to secure students is necessary; also that students may be secured at a price which will destroy the college financially or academically. In various colleges the percentage of students receiving some form of aid ranges from 35 per cent to 65 per cent. It may be that 50 per cent of all students now in college are receiving aid in some form from the college, and that the receipts of colleges from tuitions and fees are reduced 50 per cent from a normal full charge. It cannot be said that awards of aid to students are always made from motives of generosity and of wisdom. It is probable that the morale of patrons of colleges has been unfavorably affected by our present practice of rather indiscriminate granting of scholarships and reductions in tuitions. Betterment in conditions is not easy to achieve. Competition is a fact that cannot be easily brushed aside. If colleges need a certain number of new students, they adopt means which will be effective in getting them. Such means are not always wholesome in their immediate and ultimate results. It has been suggested that it would be wise for colleges within a state to pool their funds for aiding students and to provide a centralized administrative procedure. In approach to students colleges should devote more energy and intelligence to the business of telling students what the college job really is. It was suggested that an institution might stabilize its patronage by getting in touch with children of alumni while they are not more than eight or ten years of age, and keeping in touch with them until graduation from high school. The discussion of recruiting students was concluded by emphasizing the fact that recruiting problems in the Middle West are really national problems by reason of the fact that Eastern institutions are active in recruiting in Chicago and other Middle Western centers.

It was suggested that the conference record its approval of the procedure of the Mid-West College Conference with respect to limiting grants-in-aid to 50 per cent of tuition and fees, and to listing all scholarships and student aid funds in the catalogue. In the end the conference requested the Association to formulate definitions of scholarships, grants-in-aid, and prizes. It was felt

that the winning of a scholarship should be a coveted achievement and that the award of scholarships might be used to raise academic standards rather than to get students. A proper procedure would achieve this result without withholding all possible aid to needy students.

In the concluding session on Wednesday morning President Lewis requested that all members of the conference communicate directly to Dr. Kelly their reactions to various proposals made and problems raised in the conference, and especially to let him know individual reactions to the operation of the Federal Emergency Relief Administration on the campus.

Mr. Leroy Mershon outlined the proposed American Institute for Endowments. This Institute is now organized and ready for action. It is especially needed in view of the fact that colleges cannot hope for many large gifts and must, therefore, depend on numerous small gifts which will come largely in the form of bequests. The essence of the plan is to secure the cooperation of three hundred life insurance companies, thirty-five hundred trust companies, and many thousands of lawyers who are alumni of colleges. It is proposed to have representatives of the Institute in every city of fifty thousand population or more. The Institute is so planned that it will not conflict with any existing venture of colleges to secure bequests. The committee in charge of this Institute consists of five members from each of the groups, the colleges, the life insurance companies, the trust companies, and the bar, and the respective chairmen constitute the Executive Committee. President Lewis is not only the chairman of the college group but is also the chairman of the entire committee. Committee membership is as follows:

Committee on Colleges

William Mather Lewis, President

Lafayette College, Easton, Pennsylvania. *Chairman*

Charles E. Beury, President

Temple University, Philadelphia, Pennsylvania

Miss Meta Glass, President

Sweet Briar College, Sweet Briar, Virginia

Henry M. Wriston, President

Lawrence College, Appleton, Wisconsin

R. S. Von KleinSmid, President

University of Southern California, Los Angeles, California

Committee on Trust Institutions

- Gilbert T. Stephenson, Vice President
Equitable Trust Company, Wilmington, Delaware. *Chairman*
Carl W. Fenninger, Vice President
Provident Trust Company, Philadelphia, Pennsylvania
Blaine Coles, Vice President
Security Savings and Trust Company, Portland, Oregon
James E. Goodrich, Vice President
Commerce Trust Company, Kansas City, Missouri

Committee on Life Insurance

- John A. Stevenson, Manager, The John A. Stevenson Agency
The Penn Mutual Life Insurance Company, Philadelphia, Pennsylvania, and Chairman, Executive Committee, Association of Life Agency Officers. *Chairman*
Henry E. North, Second Vice President
Metropolitan Life Insurance Company, New York, N. Y.
C. Vivian Anderson, Special Agent
Provident Mutual Life Insurance Company, Cincinnati, Ohio, and President, National Association of Life Underwriters
Solomon S. Huebner, Professor of Insurance and Commerce
University of Pennsylvania, Philadelphia, Pennsylvania
John Marshall Holcombe, Jr., Manager
Life Insurance Sales Research Bureau, Hartford, Connecticut

Committee on the Bar

- Silas H. Strawn, Esq.
Former President, American Bar Association, Chicago, Illinois
John G. Jackson, Esq.
Chairman of the Committee on the Unlawful Practice of the Law,
American Bar Association, New York, N. Y.
Clarence E. Martin, Esq.
Former President, American Bar Association, Martinsburg, West Virginia
Burt Brown Barker, Esq.
Former practicing attorney in New York City and now Vice President of the University of Oregon, Portland, Oregon

THE DAVIDSON COLLEGE CONFERENCE

A CONFERENCE on More and Better Wills, at which was given also a general review of the financial situation of our colleges, was held at Davidson College, North Carolina, on November 21, under the auspices of the Commission on Permanent and Trust Funds. F. L. Jackson, treasurer of Davidson College and the chairman of the Commission, presided and papers were read by P. C. Whitlock, Attorney, American Trust Company of Charlotte, on "Why Have an Attorney Prepare your Will"; by R. G. Stockton, Trust Officer of the Wachovia Bank and Trust Company of Winston-Salem, on "Why Have a Trust Company Administer your Will"; by Gilbert T. Stephenson, Vice-President of the Equitable Trust Company of Wilmington, Delaware, on "Making the American People Will-Minded"; by President Clyde A. Milner of Guilford College, on "Why Put Colleges in Your Will"; and by Dr. Robert L. Kelly, Executive Secretary of the Association of American Colleges, on "The Future of Financial Support to Colleges."

The colleges generally of the states of North Carolina and South Carolina were represented. By unanimous vote they approved a proposed effort to secure from Congress legislation allowing to privately controlled non-profit making institutions the same privileges as to grants and loans for building purposes as are now made available to publicly controlled institutions. It was also the sense of the conference that no effort should be made during 1935 to secure the type of legislation sought during the present year in behalf of possible loans to colleges for the purpose of liquidating indebtedness.

Provision was made for the publication by Davidson College of the papers read at this conference, with the understanding that other colleges may secure at a very nominal cost copies of the pamphlet if they so desire, with imprint of their several institutions. The address of Gilbert T. Stephenson was broadcast at the beginning of the afternoon session.

It was felt by all present that the conference was distinctly worth while and the hope was expressed that the Commission on Permanent and Trust Funds would call other conferences of a similar character in other sections of the country.

VOCATIONAL PATTERNS—NEW AND OLD: PART II

STUDENT DEANS

COURSE FOR ADVISERS OF GIRLS AND DEANS OF WOMEN AT
SYRACUSE UNIVERSITY

EUGENIE A. LEONARD
DEAN OF WOMEN, SYRACUSE UNIVERSITY

THE COURSE for Advisers of Girls and Deans of Women at Syracuse University grew out of a desire to enrich and personalize the dormitory life of the undergraduate women students. Dean Iva L. Peters, during her stay at Syracuse University, had organized the women's living conditions into a number of small dormitory units housing from ten to thirty students with a graduate student in charge of each dormitory. So successful was this general plan that the next move was in the nature of an experiment on the basis of her work.

The graduate student chaperones in the dormitories were primarily interested in the field of their graduate study. A plan was devised to change the emphasis of their interest to the problem of work with the undergraduate students. To this end assistantship awards were asked for, which would include not only room and board, but also a scholarship for graduate study in the field of personnel work. Ten of these were granted in 1931 by the Board of Trustees of Syracuse University to the office of the Dean of Women, "to improve the conditions in the dormitories."

The new emphasis of interest gave the undergraduate women students the opportunity of consulting frequently with a more mature person of their own generation, who had successfully answered most of the problems involved in campus life, in their own experience. To safeguard the advisory aspect of the student dean's position in the dormitory, two other persons were assigned to each dormitory. A local alumna of family and social position in the city, was asked to act as "Sponsor." Her special responsibility was to take an interest in the students in the dormitory and make contacts for them with the life of the city. A senior, who had expressed her interest in personnel work, was assigned

also to each freshman dormitory, as a "Senior Guide" to cooperate in the responsibility of developing self-government within the group, and to shift all matters of minor discipline from the student dean to the student governing body.

As an experiment in the professional preparation of Advisers of Girls and Deans of Women the intent has been to combine a study of the philosophy, history and techniques of the office of the Dean of Women, with actual experience. It was soon recognized that such an extensive plan of study would have to be limited to those students who could plan to give two years to the program. Further requirements for admission to the course of study were, graduation from an accredited college or university, high academic record, evidence of keen interest and some experience in the personnel field, and adequate reference regarding personal character and ability to handle people. No prerequisites in terms of undergraduate courses were required or suggested. The applicants between the ages of twenty-three and thirty-five years were given preference.

Each student dean is requested to be familiar, before she comes to the campus to start her work, with the *Psychology of Adolescence*, by F. D. Brooks; *How to Interview*, by Bingham and Moore; *Orientation of College Freshmen*, by Henry J. Doerman, or *An Introduction to Mental Hygiene*, by Grove and Blanchard.

An institute is held two days prior to the opening of the University, to acquaint the student deans with the administrative and personnel set-up of the University. It includes a general outline of their duties and the philosophy underlying the experiment. This makes it possible for student deans to be on duty prepared to meet students and parents on the opening day of college.

During the first year of residence each student dean is required to take Education 190, the personnel course which is the basis of the year's work. This class meets for two two-hour sessions a week. Three of the four hours are devoted to a series of lectures and discussions by contributing members of the staff of the office of the Dean of Women, the health service, professors from the allied fields of Sociology and Psychology, Mental Hygiene, Education and Physical Education. There are also guest speakers who present the problems of the high school, the normal school,

and the small college, as well as the vocational opportunities for women. The fourth hour is a staff meeting and is used for the discussion of practical problems in the dormitories, announcements, and presentation of theses material related to the personnel field. These meetings of the class are supplemented by outside work on a limited list of required readings. An extensive library of reference books is especially designed to assist the student dean with the particular research problem which she has chosen to work on in connection with the course—general education, principles, theory, and practical problems in the deaning field. During the second year the group meets weekly throughout the year to discuss the largely administrative problems on the campus and to discuss the material of their theses.

Any student dean may major in the field of personnel work and write her thesis or dissertation under the supervision of the Education Division of the Graduate School, or she may major in any other field of the Graduate School, such as Sociology, English, Mathematics, etc., and write her thesis under the leadership of the professors in the field, and have her minor interest in the Personnel field. This is in recognition of the fact that practically all deans of women teach a part of their time. The student dean is urged, therefore, to take work either as a major interest or a minor interest in some teaching field. If she writes her thesis in a field other than that of Personnel, she is expected also to do a creditable piece of research work in the personnel field to establish her ability to analyze personnel data.

The practical work of organizing and managing a dormitory is a many-sided problem. The student dean is held responsible for the successful academic accomplishment of each girl in her dormitory; she is expected to diagnose as scientifically as possible the difficulty that the girl is facing; to place at the student's disposal all of the best known devices for the correction of any mistakes she is making in the organization of her work; regulation of study habits, and attitudes toward professors or toward the studies themselves. Reports of these diagnostic and remedial techniques are submitted to the office of the Dean of Women at five regular intervals during the year, and are used as the basis of conferences between the student dean and the staff of the office of the Dean of Women, regarding the value of the techniques used.

Second, the student dean is responsible for organizing the individuals who live in the dormitory into a cooperating social group. Each dormitory is expected to give three social events during each semester, the purpose of the program being to give students the opportunity of working together on a common problem, to consciously educate them in the social amenities of life, and to see that each girl has a varied social experience. Teas, dinners, dances, lectures, concerts, etc., are the types of activities carried on in the dormitories.

Third, the student dean is expected, through her counseling with the "Senior Guide" assigned to the dormitory, and the elected officers of the house, to work out an educational program in student citizenship. Particularly is this project in student citizenship emphasized in the freshman women's dormitories, since the freshman year is recognized as a definite probation or training period, so far as participation in student government is concerned. Many details of dormitory management are left to student decision in order that students may have practice in initiating and enforcing necessary rules of social control.

Fourth, the student dean is responsible for the wholesome conduct and happiness of each individual within her group. All maladjustment or discipline cases are carried by the student dean to the office of the Dean of Women or to the Women's Student Court, when necessary. The student dean is expected to diagnose and offer remedial techniques that will make for the happy personal adjustment of each girl. It is expected that she will be able both to advise each girl in regard to her personal problems, and to offer her reasonable techniques of successful living in such a way that they will be acceptable to the student.

The fifth responsibility of the student dean consists in the maintenance of general dormitory rules relating to house management, checking on sundry details, and cooperating with the dormitory staff in the maintenance of attractive physical surroundings. It also includes the supervision of students in a dining room.

During the first year of residence it has been found that the student deans tend to concentrate upon the personnel adjustments within their dormitory groups, and that they learn largely through trial and error their own strength and weakness in the

use of the many techniques of counseling. During the second year of their residence it is found that they learn to evaluate their own work, to form fairly satisfactory judgments regarding situations, and to carry out cooperative plans without undue friction. It is also during the second year that they bring to completion their research project and prove their ability to analyze personnel data in a scholarly way.

The experiment is too new to make any comprehensive statement of its value, but certain facts regarding the student life seem to emerge from even so short a time.

The number of discipline problems among the women students has dropped so materially as to leave no doubt in the mind of the experimenters, but that youth when guided will cooperate in meeting not only their own problems in an orderly fashion, but they will contribute much to the solution of the problems of the campus as a whole.

The health of the women students of the campus has greatly improved. Many factors have contributed to this improvement, but it is apparent that the advisory position of the student deans has tended to minimize the glamour of all-night "bull sessions" and to emphasize the value of immediate remedial measures in all minor illnesses and to stabilize the emotional life of the group.

Also, the individual student's academic record has definitely improved. The low grades reported in October and in February have been the basis for careful study and improvement in the techniques of learning. The contacts that the student deans have made with the professors in the study and interpretation of the problems of the individual student have greatly increased the personal equation in the student-professor contact.

Although it is not possible to evaluate definitely so intangible a thing as public opinion on any campus, nevertheless, there is repeated evidence of a definite change in the point of view among the students toward the administration. It has seemed unfortunate that students everywhere appear to think that all administrative officers have been and always will be antagonistic to student interests, and the fulfillment of student desires. The student deans have been a contributing factor in the interpretation of the administrative problems to the students, and of the students' problems to the administration. This has made for better understanding between the two groups.

As an adventure in professional education, it is apparent that the student deans do actually meet in type the same problems that a dean of women meets on any campus, that they learn the techniques of counseling from a wide variety of problems on the campus, and that they are retained in their position over a sufficient length of time in order to improve the techniques in which they are weakest, on the basis of their own criteria of judgment, and to do scholarly work on the research side of the project.

While the original purpose of the course for student deans at Syracuse University was "to improve conditions in the dormitories," after three years of experimental work involving continued revision of plans and policies, the scope of the program has been enlarged to provide a wide range of professional counseling experience with an outlook that goes beyond local problems. To the end that integration of the experiences at Syracuse University with the general survey of the problems of the profession in a larger sense, might be developed, deans of women have been invited each year from other institutions to discuss pertinent problems with the student deans; several days are spent visiting deans at work on the nearby campuses, student deans are encouraged to attend state and national conventions, all of which is supplemented by extended reading of current literature.

The teaching staff have experienced many of the problems peculiar to the growth of any new idea. The processes of education move slowly and are accompanied by frequent challenges as to the worth of the experiment. While some of these challenges have been met with fair success there is still much work to be accomplished in changing the concept among educators of the place and functions of a counsellor in the education of young women. As the student deans take their places in various educational centers of the future it is expected that they will further demonstrate the possibilities of a counseling program under trained leadership.

COLLEGE WOMEN IN SOCIAL WORK

A FEW years ago, Dr. Wallace Buttrick, then President of the General Education Board, addressed the Agnes Scott College students on the topic "Trends in College Education." Among other things he said: "If I were a young woman in a college like yours, I would certainly include in my course of study some sociology, economics, and social psychology, whatever might be my major subject. No field open to young women is more promising than that of social service in its various aspects."

This prophecy of Dr. Buttrick proved to be very true prior to the period 1929-1934. The opportunities of which he spoke have been particularly rich and varied during the last three years.

Within the last decade, perhaps 10 per cent of the graduates of Agnes Scott have gone into some phase of social work, such as the American Red Cross, Family Welfare Service, the Y. W. C. A., and the like. During the past year, approximately 40 per cent of the graduates of the last three classes have gone into the social service field, largely into various activities sponsored by the United States Government.

The location of the college in a metropolitan area which covers two of the most important counties in the state, and contacts with other important centers in the South, have given unusual opportunities for the placement of Agnes Scott graduates. So far as is known to the college authorities no one who holds the Agnes Scott degree and wishes a position has been unable to secure it.

Many of the alumnae going into this type of work have felt handicapped somewhat because they have not had much training in the fundamental courses recommended by Dr. Buttrick. The various federal agencies have not insisted on specialized training, but they have earnestly desired young women who are socially minded. The fact that so many Agnes Scott graduates have been accepted is due in large measure, perhaps, to the fact that the whole emphasis of the College is toward the development of young women who are aware of community problems,

who are sympathetic with people in all strata of society, and who are genuinely interested in programs of social justice.

In the college curriculum more emphasis is being given to this training than ever before. However the United States Government or the authorities in the various states may solve the problems of human need, they must depend in large measure upon young women who have had good college training.

THE TREND toward social work by the alumnae of Goucher College is shown in a recent report by the Vocational Secretary, Miss Mary T. McCurley.

During the first year after graduation Goucher alumnae engaged in social and recreational work as follows:

<i>Class</i>	<i>Number</i>	<i>Percentage</i>
1922	5	3.29
1923	12	7.05
1927	17	8.29
1932	29	16.29 (1933)*
1933	37	22.84 (1934)*

* Includes those preparing for social work (in special schools) and doing regular volunteer service.

During the fifth year after graduation the number engaged in social work was as follows:

<i>Class</i>	<i>Number</i>	<i>Percentage</i>
1922	3	1.98 (1927)
1923	9	5.29 (1928)
1927	9	4.39 (1932)

DR. JANE P. CLARK, in charge of a course called "Practice of Politics" of the Department of Government at Barnard College, reports that the rapid changes in economic and social conditions during the past few years have caused a steady growth of interest in the problems of government and economics among the students of Barnard College. As the emphasis in their class-room work in both subjects is that of sound training in theory with the possibility of practical application of that

theory, many of the students actively relate their class-room work to the problems of the life around them. One class in "practical politics" has been particularly fruitful in that direction. There are no class sessions as such, but each student in it works on a particular project in connection with such an organization as the League of Women Voters, and of course under the close supervision of the instructor. Each project assigned to a student is one which she cannot adequately study from library sources alone but in which she must do actual field work. For instance, one student has recently studied the administration of the election laws of New York City pertaining to registration of voters as they now are, has then examined the system of permanent registration in force in some other cities, and has worked out a possible system of permanent registration for New York. Another student has examined in some detail the work of factory inspection of the New York State Department of Labor in regard to the administration of the laws pertaining to women.

Such interest is not confined to class work alone for the students have an active Social Science Forum which discusses current problems of government and economics. Under its auspices and that of the Student Government Association, the students have taken part in model League of Nations' Assemblies, have held a world economic conference at the college, have held polls of faculty and students on candidates and elections, and have gone outside the college to work in political campaigns and parties.

This interest stimulated in college has continued after graduation on the part of many of the alumnae. For instance, one alumna for a number of years after graduation did such outstanding work in study of municipal politics with the League of Women Voters that she has been given the important post of Secretary of the Board of Estimate and Apportionment of the City of New York in the new reform administration.

Aside from the interest and activity of members of the faculty in international affairs and American government, a particular stimulus to the interest of Barnard students in political problems has been a pamphlet on *You and Your Government*, distributed to all of the students by the college. This has encouraged them to realize that no matter what their interest in college or in life,

that interest is nevertheless related to the problems of government today. If they become a master of even one phase of their especial interest, they may make a real contribution through such knowledge to the life of the community of which they are a part. Above all, they are encouraged to realize that in the life of the world today, inactivity is as much a definitely negative part as constructive activity is positive, and that with their Barnard training they have both the opportunity and the duty to participate.

DISCOVERING STUDENT APTITUDES

THE PRESIDENT of Wesleyan University in 1926 appointed a Committee on Vocational Guidance, consisting of faculty members, alumni secretary, and undergraduates from the two upper classes, whose function is to study the question of vocational guidance, to recommend to the president and interested officials changes which promise to make such work most effective, and to bring about a proper coordination of the various efforts of the University in this direction.

In addition to the employment aid given undergraduates by the Christian Association, the Alumni Office has organized a Placement Bureau for graduating students seeking employment. In cooperation with a group of vocational counsellors, the Bureau attempts to acquaint students with the nature and requirements of the various professions and forms of business through an annual series of addresses by representatives of various callings, and by placing at the disposal of undergraduates the available literature on such vocations. In addition, a helpful personnel record of students is compiled for the use of the vocational counsellors, the Placement Bureau, and prospective employers.

Each year six or eight vocational dinner conferences are held, a different vocation being considered at each. The undergraduates in the college who are interested in this vocation, as recorded in the vocational interest data on their annual registration blank, are invited to dine in a fraternity house with the speaker, after which the guest talks informally and briefly on the vocation, methods of preparing for it, entering it, and so on. Questions and answers, often lasting well into the evening, follow.

The activities of the Vocational Guidance Committee are annually called to the attention of all sophomores and the importance of considering this matter is also stressed in a letter sent by the president to the parents of the sophomores. The Committee also entertains the sophomore class at a smoker, at which vocational matters are presented. The Strong Vocational Interest Test is given to all sophomores and seniors who care to take it; particular attention is paid to any change in vocational bent shown, through this test, from sophomore to senior year. The faculty members of the Committee attend the meetings of the various vocational guidance organizations and attempt thereby to bring to Wesleyan knowledge of the most successful procedures in use on other campuses.

RADCLIFFE COLLEGE, through its Appointment Bureau, has been experimenting during the past two years with a vocational try-out plan. In aiding the students to make satisfactory vocational choices, the Bureau recognizes that what a student needs is to talk on the ground with workers in a vocation; to find out by experience of what the work consists; to acquire if possible some facility in doing it; to build up an "experience" record that may make her more acceptable to employers; and to establish personal contacts.

The try-outs are a kind of two-way test, in which the student, by doing volunteer work in a vocational field, tests her liking for it, while at the same time those attached to the field estimate her fitness. For example, a junior concentrating in geology, who does not know the possibilities of the field, is given a chance to spend the summer as a volunteer helper in a children's museum. Another undergraduate, with a flair for writing, is sent to the publicity department of the Red Cross. The comments of those with whom the student works enlighten the Appointment Office as to her aptitudes, and may also serve later as a valuable part of her credentials.

Through such experience the student acquires at least a slight training that the ordinary "self-help" job does not give. The bulk of paid student jobs consist of things almost entirely unconnected with the student's vocational interests. This experimental work, on the other hand, aims directly at discovering

or cultivating such interests. For the experiment there are two requisites: interested students and cooperating agencies. Unlike the practice work attached to courses of study in some professional and business schools, this is not an application of specialized training given by the college. It is no part of the curriculum and is not allowed to infringe upon it. The student participates of her own accord, and is not encouraged to do so unless her academic standing is good.

SIMMONS COLLEGE, which has from its foundation provided curricula which combine liberal education and vocational preparation, has recently adopted a more flexible plan of admission as an additional method of entrance. The plan involves the weighing of a variety of evidence in the attempt to answer more reliably this question: "Will the girl succeed at Simmons?" To this end, the College will require a transcript of the candidate's entire record in the secondary school, tests of scholastic aptitude and written expression, data on physical and mental health, together with recommendations from teachers and other responsible persons. Requirements in specific high school subjects have been abandoned in the new plan. The College will base its decision on the evidence as a whole rather than on any specific aspect of it.

Although this alternative method of admission has been established primarily to provide for students of unusual promise who have not directed their efforts in the secondary school toward admission to Simmons, the plan is intended to provide a flexibility in the relationship of the secondary school and the College which, it is hoped, will be mutually beneficial.

AT MOUNT HOLYOKE COLLEGE vocational guidance begins during the winter or spring term of the freshman year when the Director of the Appointment Bureau meets students in each dormitory for a brief vocational talk. Students are invited to request interviews at any time during their freshman or sophomore year, and about a quarter of the classes do so, while the remainder prefer to wait until the beginning of the junior year when every junior is personally interviewed by the Director.

During the senior year, interviews are held in connection with registration in the Appointment Bureau. Detailed records of

these interviews are filed, together with cards filled out by the heads of the houses in which the student has lived. These cards furnish the Director with information which is valuable in making placements. The Appointment Bureau has also collected extensive information regarding the occupations and professions open to women, the colleges, universities, vocational and technical schools which give training along special lines and those offering credit for graduate study.

The vocational adviser also keeps in touch with the sources of information as to the needs of the employing world through trips to near-by industrial centres, conferences with business men and vocational workers, current business literature, individual interviews and participation in conferences such as the National Occupational Conference to which leaders in business, industry, and education are invited, and arranges for vocational talks by representatives of business firms and professions at the College. These talks, followed by individual conferences with the different speakers, are planned after consultation with the chairman of the Student Vocational Committee, and, though designed especially for seniors, are attended by members of all four classes. At nine such vocational talks held from November to May in 1932-33, the total attendance was 730.

HARVARD COLLEGE authorities are watching with interest the new educational experiment this year that is giving greater freedom to students in the three upper classes. These students are allowed to attend classes when and if they please, with no attendance records taken and they are no longer required to take hour examinations in November and April. The custom of placing students on probation in November, at mid-years or in April has been discontinued for the upper classmen, who now face such discipline only in June. Another innovation is the discontinuance of publishing the rank list as placing too much emphasis on the mid-year grades.

President Conant's plan for recruiting young men of brilliant promise from all parts of the country has begun operating. In the freshman class are ten young men from the Middle West with exceptional records, to whom have been awarded the first of the newly established prize fellowships carrying maximum stipends of \$1,000 in the freshman year and \$1,200 each year thereafter,

depending on the financial resources of the recipients. Dr. Conant hopes eventually to have 10 per cent of the freshman class culled from the ranks of the most promising young men of the country.

AT YALE COLLEGE aptitudes of the individual student are receiving special attention. The faculty now permit a freshman of unusual ability to move from school directly into work more advanced than the regular freshman year curriculum. The student of exceptional training in English, for example, may start in sophomore courses and go forward as rapidly as he can, thus escaping the boredom which advanced students sometimes feel in repeating work with which they are familiar. The program, formally effective this fall, in the words of President Angell, "seems to offer great possibilities in breaking what has sometimes been called 'the academic lock step'." More than one-third of the freshman class of 775 students have been permitted to undertake work in subjects more advanced than the regular freshman courses.

Last year about 12 per cent of the entering class took one or more advanced courses. In addition, there were enrolled in the "freshman honors courses" 21 in English, 48 in history, 52 in mathematics, 18 in chemistry and 17 in Latin.

About half the students in Yale College may be released, if they desire, from a portion of their class room work in their junior and senior years in order to pursue more independently and intensively studies in their favorite subject. Members of the undergraduate faculties assist in this work.

OLIVET COLLEGE, Michigan, inaugurated a new educational program this fall under which regular daily classes have been abolished. Instead of the old elaborate academic machinery, each student is permitted to pursue his studies individually much in his own way under the direction of a faculty tutor. In the morning the student is occupied with private study, attendance at group discussions arranged by the different professors or at general lectures given now and then for the benefit of the whole student body, and individual conferences with his tutor regarding the particular work followed. At the group discussions, short

papers on topics studied are presented and followed by general debate.

The afternoons are devoted to a program of athletics and sports of various kinds. Every student participates in some sort of physical recreation or intramural sport. Members of the faculty are expected to join these afternoon exercises. In the evenings the students spend their time taking part in debates, dramatics and social affairs in which art, music, intellectual and esthetic development will be stressed.

The curriculum at Olivet has been so revised that during the first two years students devote themselves to obtaining a general and unified knowledge of physical, biological and social sciences, arts and literature, philosophy and religion, and a reading knowledge of one foreign language. No formal examinations in any specific subject will be given during this period. At the end of the second year the student will be required to pass a comprehensive examination, both oral and written, covering all the different subjects, but if he desires, the student may take this examination without waiting until the end of two years. In the senior college, there is still greater freedom from academic routine. The student must study intensively in one of the seven fields, which include natural and physical science, social science, language and literature, philosophy, education, fine arts and music. The student will pursue his work in his own way. There will be no examination until the end of his last year when he comes up for his degree.

FENN COLLEGE, Cleveland, formerly known as Nash Junior College, starts its career this fall as a four year unit with what it calls a "blended curriculum." The freshmen will not study history, English, sociology or economics as such; instead, they will weave them together in a three months' "problem." The study of the first period will focus on the topic, "The City of Cleveland as a Laboratory for American Citizenship, and will afford the students a panorama of politics, arts, business, foreign groups, play and work as they are woven through the lives of a million people. Future problems covering an equal range of study will be selected by student-faculty committees. Among those suggested are "Democracy in America: Success or Fail-

ure?" "The World's Great Social Movements," "Pivotal Men in History," "American Utopia," "Planning a Society." The Fenn Liberal Arts College, like the Fenn Engineering and Commerce Colleges, will be on the cooperative plan, allowing alternate twelve weeks of work at regular jobs. The plan emphasizes study and solution of contemporary problems as the main point of departure. Striking at the present and future, with the past as a background, this program is set up to train people who can solve new problems, who are capable of contributing to the self-government of a democracy.

TO GIVE encouragement and to be of real service to students by indicating new lines of work in the many fields open to them, West Virginia Wesleyan College this year is offering a special course in vocational guidance. The course includes a series of lectures and conferences on twenty or more different vocational fields, such as teaching, ministry and religious work, law, medicine, and nursing, dentistry, architecture, chemical engineering, government service, etc.

Two one-hour periods are given, at which attendance is not required, and no credit allowed. Since only those interested in the field under discussion are likely to attend, some lectures have only a small audience. Each subject is presented by some person thoroughly acquainted with the latest developments in his line of work. Professional people outside the faculty are cooperating. At times very keen interest is shown and the lecture period develops into a round-table discussion or conference.

THE UNIVERSITY OF PITTSBURGH, through its School of Education and various departments in the College and the School of Business Administration, offers courses for the advanced training of occupational counselors and for the initial training of persons interested in such work. Eight courses dealing specifically with guidance, counseling, and allied subjects are given in the School of Education. These include The Guidance Function in Education, Organization and Administration of Social Activities, Homeroom Organization, Administration and Activities, Development of School Guidance Programs, Materials for Occupational Counseling, Secondary School Counseling, Analysis of Vocational Activities, and Techniques of Counseling and Placement.

In the Department of Psychology in the College are to be found such courses as Abnormal Psychology, Subnormal and Superior Children, Psychology Tests, Formboard Tests in Clinical Practice, and Measurements of Personality Traits, all specifically designed to further the preparation of persons preparing for counseling positions. The Department of Sociology also offers the following courses recommended for counselors: Modern Social Reform Movements, Urban Sociology, Social Organization, Social Control, and Methods of Social Investigation. The Department of Economics in the School of Business Administration offers two courses of vital significance to a counseling program, Labor Problems, and Industrial Relations. Students who wish to qualify for a Pennsylvania Counselor's Certificate may do so by taking 18 credits in courses on guidance and in allied subjects such as psychology and economics.

CHARLES A. MANEY of Lexington, Kentucky, has secured from 357 American and Canadian college presidents, out of a total of 650 addressed, Yes and No replies to the following questions. In each instance the preponderance of the vote was No.

1. Should any member of the governing board receive any salary for permanent employment in any capacity by the institution?
2. Should any member of the governing board receive any compensation for any professional services rendered the institution?
3. Should any member of the governing board be granted opportunities to do business with the institution when personal profits directly or indirectly result from the transactions?
4. Should any mortgage loan from the institution's endowment ever be granted any member of the governing board?
5. Should any relative by blood or marriage of any member of the governing board be employed by the institution?

EARNING WHILE LEARNING

YALE'S BURSARY EMPLOYMENT PLAN

YALE UNIVERSITY, in connection with its residential college plan, has formulated a system of college bursary appointments, in effect working scholarships, provided by special funds allocated among the several colleges in proportion to the employment needs of their respective students. In the development of these special employment procedures the Director of the Yale Department of Personnel Study recognizes the benefit gained from the earlier experience of Harvard with the initiation of the House Plan.

The positions at Yale enable 157 students to earn their board or more, and 86 their room expenses, by working either for their own colleges directly, or for some other department of the University. The base rate of pay, fifty cents an hour, enables a student to earn his board in return for sixteen hours, and his room for twelve hours of work a week. In addition, forty-four men holding positions of particular responsibility in their colleges, such as executive secretaries, aides to the Masters and Fellows, librarians, athletic secretaries, historians, or curators, or doing work whose nature requires particular ability or training for the University Library, museums, or departments of study, receive proportionately higher compensation. Although the rate of remuneration and the consequent total return from the more responsible and specialized positions are greater, the total time demanded is in no case such as to handicap the student unduly in respect to classroom requirements or other activities.

Of the bursary appointments made (287 in all), approximately half of the total provide employment within the student's own college, the rest being with other University departments. The total amount of aid thus distributed during the academic year 1932-33 was approximately \$83,000. However, this does not serve to increase by an equivalent amount the facilities for undergraduate financial assistance, since many of the new positions supplant work for board or other jobs which, by their nature, cannot advantageously be carried on by members of a college. The real advantage gained by the latter under the new

system, therefore, derives rather from the superior nature and value of the employment provided, than from any corresponding increase in the sum of available facilities. At the same time transfer of these men to their new activities has enabled other self-supporting students to fill the positions thus vacated. In this way the new employment program, by actually creating new opportunities for students, has proved an indirect benefit to those needing work, whether themselves members of colleges or not.

One of the most interesting and valuable features of the Bursary Employment Plan is that the work itself wherever possible has been selected with a view to the students' particular interests and capacities. Thus men concentrating in certain fields have been assigned to assistantships of one sort or another in appropriate departments of study: honors candidates to work with special library or museum collections, where source material for their own independent investigations may be found; engineering or scientific students to tasks for which their training in such courses has particularly equipped them; and still others to employment related to different interests or skills. Except in connection with the "cooperative" curricula developed at Antioch College, the University of Cincinnati, and certain other institutions, it is probable that no program of self-support heretofore evolved has such possibilities as the Bursary Employment Plan offers for enabling the student to earn part of his college expenses through work of genuine educational value and inherent interest for him.

COOPERATIVE HOUSING

WELLESLEY COLLEGE maintains two cooperative houses accommodating a total of 160 students. These girls earn a part of their college fees by sharing in the housekeeping. The work of the kitchen is done by experienced maids, but the students carry all the other household duties. They answer telephones and doorbells, set the tables, serve the meals, clear the tables and wipe the dishes, clean the silver, dust, clean and empty wastebaskets, all in turn and according to schedule. The schedule is made out, and the work is apportioned and supervised by seniors in the house. The work is divided so that each student

gives no more than one hour a day including her assigned work and a certain portion of the bell duty.

There has been a cooperative house at Wellesley since 1886. From the time of the organization of the College until the fall of 1896, all students were expected to share in the domestic work of the dormitories, giving not more than half an hour a day and waiting upon table in turn. In the cooperative house each student carried a heavier burden of work, and at the beginning the students did most of the cooking.

The cooperative houses accommodated ninety-six students from 1926 to January, 1933. At this time Munger Hall was opened, with a capacity of 110, and the following year, September, 1933, Norumbega was again filled with cooperative students, making a total of 161. The College makes a reduction to these students of \$300 a year on the \$600 charge for room and board. It is estimated that each student earns between \$50 and \$100, so that this allowance involves the contribution of a generous scholarship on the part of the College. The cooperative houses are maintained at the same standard as the other houses. A Head of House presides over the student group and the kitchen is directed by the College Dietitian.

Places in the cooperative houses are awarded by the Scholarship Committee upon application from students. A proportional number of rooms is reserved for each class. The awards are made only to students who are in good academic standing and the residents of these cooperative houses receive many honors in scholarship. It is the intention of the College that the work done in the houses shall in no way interfere with the carrying of full academic work.

GOUCHER COLLEGE together with other educational institutions, has helped students in their valiant efforts to beat the depression and gain an education. Perhaps because the tuition and residence fees have been less than in many of the women's colleges of the East, Goucher students have, until recently, been able to pay full maintenance charges. During the past two years, however, reduced family incomes have made the comparatively low charges prohibitive for many students. Hence last fall a cooperative dormitory, housing nineteen students, was opened

and a reduction of \$200.00 on residence charges given each student for participation in the experiment. Students who applied for these cooperative house scholarships were selected on the basis of need and personality. Only those who had been in college for one or more years were eligible. Average or better academic records were required and ability to live and work with others was weighted.

A member of the Physical Education Department was invited to become head of the house. The selection was a happy one for her enthusiastic and efficient leadership has been a prime element in the success of the experiment. Under her direction the work was organized and has been carried on throughout the year. Jobs include the preparation and serving of meals, washing of dishes, cleaning of living rooms, halls and baths. Each student takes care of her own room. Students work in squads with the work so distributed and rotated that no one individual spends more than twelve hours per week, or does the same job several consecutive days.

A majority of the nineteen students are active in student affairs. The editor-in-chief and the business manager of the college weekly, the chairman of the judicial board and the chairman of an all-student activity were among the residents last year.

The experiment has proved eminently successful. Although the work reduces their hours of leisure, students have enjoyed the close companionship and the group activity, and declare themselves to be the happiest house on the campus. Their present worry is whether or not they will be awarded these cooperative scholarships in Foster House for another year.

AT SYRACUSE UNIVERSITY sixty-nine girls live under the cooperative plan; two houses of fourteen and nineteen girls each are for freshmen, and two houses for seventeen and nineteen for upperclass girls. Two Home Economics' graduate students are in charge of the organization and administration of the cooperative plan. The girls do their own work, including cleaning and cooking, preparing of meals and shopping.

In addition to the Home Economics' directors, a graduate student in personnel lives in each of the houses. The housekeeping work does not interfere in any way with the social and academic phase of the dormitories. Each house is its own governing

unit in the structure of student government, and receives the same personnel service, and carries out the same social program as any other residence.

The students who live in the house are selected on the basis of scholarship, citizenship record on the campus or in their previous school environment, financial need and their experience in performing housekeeping tasks. Last year one of the upperclass cooperative houses headed the scholarship list of living centers on the campus. The houses are so organized under a committee system that the girls spend only about an hour a day working in the living center, and every so often each girl is given a rest period during which time she is responsible for none of the work.

We have this year, also, what we call semi-cooperative housing where the girls do their own cleaning, but have nothing to do with the foods. This house is under the direction of a personnel worker, and is run by the same type of committee setup. Average time spent on this house is from fifteen minutes to a half hour a day in house duties. The approximate saving is from \$100 to \$125 for each girl for the year.

THE EUREKA PLAN

EARLY in the college year of 1932-33 conditions were such that a change of policy seemed necessary at Eureka College. The competition with other institutions, especially with those tax-supported, was very keen. The demands for scholarships and work were overwhelming. Forty-four per cent of the student body was working. The amount paid for this student labor during the school year of '32-'33 was \$11,300. A little over 50 per cent of the student body was receiving scholarship aid. There had been a time when the scholarships were paid for either by income from endowment or by church contributions, but the depression had wiped out this income. Most of the scholarships were simply rebates on tuition.

In September, 1933, the Eureka Plan was inaugurated. Under this plan a student pays \$300 for room, board and tuition, and works a maximum of twelve hours per week. If he does not wish to enter under the cooperative plan, he pays \$80 additional. The college retains only one paid laborer, the engineer at the heating plant. The students do all the work of the campus. This work

is supervised by a board of five student managers, each the head of a department. In all, there are more than forty different kinds of tasks. Last year 171 out of a student body of 216 were taking their part in the cooperative plan.

What have been the results of the plan in its first year of operation? The cost of a year's education at Eureka has been lowered by about \$200. A job is assured to every student, each one working a limited amount of time. Under the old system it was common for a student to be employed three or four hours a day, and in some cases, five. The limit is now two hours. Formerly a student simply had a job and did his work under paid management. Now the student body participates in the organizing and directing of the whole scheme. Formerly the training was largely individual. Now the students have a real experience in community building.

The Eureka Plan has meant much to the college. Even though the cost to the student has been greatly lowered, the total income from students has been greatly increased. Last year opened with a slight increase in enrolment over the previous year. Whereas the college had paid as high as \$11,000 for student labor, last year the cash outlay was only \$2,000. Scholarships were reduced 71 per cent because only those endowed or paid for by church contributions were issued. The amount owed the college in student notes or open accounts was reduced almost 60 per cent. The total income from student sources increased 62 per cent.

No longer is Eureka College just another liberal arts college: it has a distinct program. This fact has advertising value. It has given to faculty and students the enthusiasm of a new adventure.

INGENIOUS WAGE EARNERS

HOW MUCH did you want to go to college? Would you have darned other girls' stockings in order to eke out the tiny sum that had to carry you along? Today's undergraduates are doing that. Few girls nowadays can earn scholarships or take out loans covering all their expenses. They must do something more to help themselves because parents can no longer come to the rescue. Typing themes, assisting in the library, working at

the switchboard, and airing the Dean's dogs do not, as they used to, take care of most of the undergraduates who desperately need more money. Summer jobs with \$200.00 salaries are a thing of the past. Once upon a time there were more calls for mother's helpers than could be taken care of. Nowadays mothers stay home and take care of children themselves. They cannot afford the luxury of hiring someone to look after their offspring at 35 cents an hour.

Undergraduates have found that if they want jobs nowadays, they have to make jobs for themselves. The old Undergraduate Association restrictions have been lifted to permit students to accept sales agencies. Some are subscription agents for magazines and newspapers. One girl does a thriving trade in second hand text books. One undergraduate profits from the luckless young ladies who discover runs in their hose just as word is sent upstairs that their swains are waiting below. Attractive size 16's are modelling for wholesale dress firms. Older and more responsible students are on rare occasions allowed to work as supers in the theatres and at the opera. There is a milliner in the dorms—a girl who works late at night trimming hats for a wholesale firm. Several not only darn stockings but will press clothes for their more affluent but indolent neighbors. And one girl has invented a luxury trade all her own. For 25 cents a week she will close a girl's window each morning and turn on the heat before the frozen one arises. She, by the way, has a good many customers.

Day students are making as strenuous efforts to earn a little money. Typing, reading to old ladies, selling in the department stores on Saturdays are opportunities not quite extinct, but no longer frequent.—*Barnard College Alumnae Monthly*.

THE STUDENT self-help plan at William Penn College, Oskaloosa, Iowa, has grown from the purely experimental state of last year into an accepted policy of the administration. The idea was borrowed; its application is necessarily adapted to local needs. Last school year, the number of students working their way by means of the college self-help plan was 177. To this was added the second semester 23 S. R. E. students. The total hours worked during the first semester was 32,756, representing a monetary value of \$8,189.07.

The system is administered by the deans of the college, but the students are responsible to supervisors for work done in the following places: print shop, farm, laundry, kitchen, dining hall, library, book store, heating plant, campus. There are also janitors, electricians, mechanics, stenographers, and readers. New types of work will be added gradually.

The number of hours per week for each student varies from 5 to 18 depending on the nature of the project.

THE ANTIOCH PROGRAM

IN ORDER to utilize existing college facilities to the utmost and to provide additional educational opportunities, Antioch College has associated with itself several separate projects, some organized for profit, others for pure research. These include: Antioch Industrial Research Institute, Antioch Press, Kettering Foundation for the Study of Chlorophyll and Photosynthesis, the Samuel S. Fels Fund for studying child development from the standpoint of both prenatal and postnatal factors, the Antioch Shoe Project, and the Antioch Art Foundry.

The Shoe Project, the Foundry, and the Press may be characterized as engaged in producing objects of beauty as well as of practical value. The Antioch Shoe grew out of the need, observed in a study of posture, for a correct shoe for women. The shoe is now made by a well-known shoe manufacturer according to Antioch specifications and is marketed through retail outlets throughout the country. Antioch students have participated in the original posture studies, in style design, in demonstration programs, and in the establishment of retail outlets.

The Art Foundry is utilizing the lost-wax process for the making of bronze castings of art objects and architectural materials. The Antioch Press, established as a service to the college, has developed into a well-equipped organization doing a considerable variety and volume of fine-book publishing and job printing.

None of these projects was undertaken primarily for the purpose of absorbing student labor. The relations of the projects to the college in this respect are the same as those of other co-operating employers. Where student employees are appropriate and useful, their employment is urged. The Antioch cooperative program is planned to provide opportunities for the all-

round maturing of personality and for vocational exploration and selection. Partial self-support is an incidental advantage.

In the orientation course in the arts, all students are graded for craftsmanship along with other attainments. In the latter part of the year there is a special section in which selected students are encouraged to finish a number of crafts projects. It is possible that this will eventually develop enough craft products—stained glass, pottery, and pewter work—to justify placing them on the market.

THE MARYVILLE "COLLEGE MAID" SHOP

A CROP failure is usually considered a disaster, but when in the spring of 1921 a sophomore in Maryville College told her Home Economics teacher she could not come back in the fall because "Dad's cotton crop has failed," that failure proved a blessing to hundreds of girls who wanted a college education and had no money for it, for it gave birth to the idea which developed into the "College Maid" Shop.

To take care of this girl and nine of her friends who were equally short of money, a sewing room was opened where these girls could come at any time they were not busy with their college work and sew as long as convenient, so long as they kept their grades up to standard. Within a month one hundred and thirteen girls were sewing and a new college industry—the "College Maid" Shop—had started on its checkered career.

When a girl applies for work in a garment factory she is usually a good sewer, but when a girl comes to the Shop for work the fact that she can or cannot sew does not enter into the consideration of her application, for the primary purpose of the Shop as it operates today is to provide work for every girl who cannot come to college without earning most of her expenses, and every girl is given a chance to learn to sew under expert instruction. In this the secondary objective of the Shop is evident—that is, to teach the College Maids to make all types of cotton garments quickly and well so they will be efficient in doing their own sewing when they have homes of their own.

No girl is allowed to sew in the Shop until her credits have been accepted by the college registrar and she has paid her registration fee. She must be enrolled as a full time student and a

candidate for a degree. Freshmen who expect to work during the school year are advised to work at least a month during the summer. It is much easier for them to learn then when they can work a day at a time and can concentrate on their sewing than during school, when they can sew only a couple of hours at the end of the day. Because many girls have only this time from three until five for work and because they are already tired from study and classes they are allowed the greatest freedom. They may visit as much as they like. Often someone starts a song and the whole group sings. This is not a businesslike method but since the girls working in the Shop have so little time for relaxation, the time spent here must be a happy time and not an added strain.

Before a girl starts to work in the Shop, she, with the help of our Secretary of Student Labor, makes out a budget of her expenses for the year, and figures exactly how much she has to earn. Then she works just enough to make that amount.

"College Maid" garments are marketed all over the United States. Uniforms for mill operatives constitute more than a third of our output. Mills buy these uniforms by the hundred and use the same style for years, while stores buy by the dozen and want a new style with every order. Since the girls can make more money by making the same style over and over, we have discontinued selling the store trade.

"College Maid" choir vestments are worn and recommended by the internationally famous Westminster Choir and because of this fact our orders for these have grown until they make up about a fourth of our production.

Made-to-measure uniforms for nurses make up another fourth of our work. Smaller orders for all types of cotton garments give us the variety of sewing needed to give the work an educational as well as a financial value.

Our total payroll the past year was \$14,058.75 and our balance for the year a little over three hundred dollars, so you see, we do not run the Shop for profit but to provide honest work for the girls who prefer a chance to earn their expenses rather than to have them provided by charity.—*K. McMurray.*

ARTS AND CRAFTS

THE UNIVERSITY OF NEW HAMPSHIRE in cooperation with the New Hampshire League of Arts and Crafts has during the past year fostered research and instruction in the manufacture of pottery from native clays. Pottery making flourished in the southern and eastern sections of New Hampshire in an earlier day but declined when the potters ran afoul of difficulties involved in the preparation of suitable and water-tight glazes.

Dean George W. Case of the University's College of Technology and a member of the State Commission on Arts and Crafts assumed leadership in the investigation of New Hampshire clays and glazing materials to determine their use in the manufacture of quality pottery. The bricks manufactured from native clays, particularly those found in Epping and Gonic, have long been famous among architects, contractors and others responsible for specifying high-grade construction materials. A young unemployed graduate engineer undertook the research on a self-help basis. He received no compensation for his work other than that secured from the sale of the pottery he produced. The University furnished laboratory facilities for the study. The research developed a water-tight, flexible glaze, composed entirely of products native to New Hampshire. The Dover Branch of the New Hampshire League of Arts and Crafts, satisfied that the glaze produced presented a real opportunity for the rebirth of pottery manufacture, undertook a program of instruction in the art.

The facilities of the University were offered to the Dover Branch and the instruction proceeded in parallel with the research program. The League employed as instructor Miss Helen B. Munroe, a graduate of Goucher College, formerly employed as instructor by the Paul Revere Pottery. Many adults enrolled in her class but there were several vacancies and they were offered to undergraduates of the University.

Fifteen undergraduates have completed a year of instruction in pottery manufacture. They have shown, generally, more talent than the adults, probably for the reason that only those of artistic bent enrolled in the class.

Since it requires approximately a year of instruction before any one can acquire facility in pottery making, no student has

so far earned much from the sale of his products. Last summer, however, two of the students began a campaign of manufacture and sales, hoping to net enough to pay their college expenses. Both are capable potters and there is a good chance that they will be successful in their campaign. Interest in pottery is growing and the leaders expect a good class of students next year. At present sixteen are enrolled in the class, about equally divided between adult students and University undergraduates.

Although there seems to be a good market for pottery among the friends of members of the class, the organized market for pottery and other products of the League has been developed by the League Director, Mr. Frank A. Staples. Mr. Staples anticipates an increasing amount of quality pottery from the class and has planned a considerable development of the market.

THE GENERAL plan of Northland College is to employ students in every activity about the institution. All of the janitor work and repairs, carpentry, plumbing, etc., are done entirely by students. All meals are cooked and served by students. Laundry work is also handled in that way. The office work with the exception of two secretaries is all handled by students. The library is conducted entirely by students under the supervision of the librarian.

In addition to this field of employment, we have two commercial industries on the campus, the Northland College Press and the Northland Craft Shop.

At the College Press, all of the college printing, including catalogues, school annuals, etc., is handled with a considerable volume of commercial printing in addition, even including the publication of several books. The College Press is entirely under student management. We have never had any member of the faculty or other supervision in that work. Each student generation trains in its foreman, who usually serves in that capacity during his junior and senior years. It is a main objective on the part of those working in the Press to qualify for the position of foreman.

The Northland Craft Shop is a recent development. Both our feeling that we ought not to put our students into competition for down-town jobs with the heads of families who are unemployed, and also the large influx of students, made it neces-

sary for us to find additional employment. We, therefore, sought something that would be educational in character and would be typical of this North country. We went into it with no one knowing anything whatever about hammered copper. A dozen hammers, a dozen blocks of hardwood, an old pair of compasses and a dozen sheets of copper were the only equipment. A dozen boys were called in, given the tools and told to make something. We insisted upon originality in design and upon each student working out a completed article from his own design. In this way, the development of originality is cultivated and it becomes a matter of industry rather than a matter of routine mechanical work. It was surprising to find how readily the students took to it. Within very few weeks, beautiful articles of real value were being turned out. I will list just a few of the products of the Craft Shop: Bowls, ranging all the way from heavy 4" candy bowls up to heavy 12" bowls for fruit, flowers, nuts, etc. Various types of candlesticks and sconces, bud vases, flower vases, book ends, ink wells, complete desk sets, trays of various types, lamps, fireplace sets, etc.—balsam pillows, bird houses, rustic furniture, are some of the wood products. Wild rice is gathered and made up in attractive packages. Some students earn their way in gathering and curing balsam needles by which to make the pillows. Others collect wild rice, maple sugar, fruits which they make into jells, all of which is used in filling bird houses and making up Christmas and Thanksgiving baskets, one student earning a considerable part of his way last year making Christmas wreaths from ground pine and other North woods growth.

Of course marketing of products is a major problem but we have been fortunate in finding an excellent channel through various organizations, such as the D. A. R., Ladies' Aids, Music Clubs, etc. Our goods are scattered from coast to coast, and it has proven a great opportunity for student employment as well as the finest kind of publicity for the college.

"DRIVING A MULE WITH DIGNITY"

LIFE AT BERRA

"IF YOU'LL give me the job of driving the mule that runs your trash wagon, I think I can fill the position with dig-

nity," so ran the application of a sturdy boy from the mountains of Kentucky who desired the things Berea College had to offer.

Sequel to the story—last week on Commencement Day he walked proudly down the chapel aisle to receive at the hand of President Hutchins \$25 in gold, The Florence Essay Prize Contest reward.

The six years' labor program which had helped him to "win out" in his Berea College course was shared by more than 2,000 students in attendance at Berea College, not all driving mules, of course. In fact, the dignity of labor is constantly emphasized. These sturdy, fine students from the mountains have character, honor and integrity, but do not have money, and in the founding of Berea this fact was fully realized and thus from a small beginning these industries for self-help have grown into a great enterprise whereby hundreds of thousands have been encouraged to pursue educational work.

A visitor here sometime ago asked me if I thought any of the boys working in the broom factory would ever make brooms after leaving school. I promptly answered, "I sincerely hope not"; but added, "there is this to be said about the broom factory: any boy entering that department of labor learns three of the most important words in the English language. First, "promptness," always on time and perhaps a few moments ahead of time for good measure; second, "accuracy" in the thing he is doing. If he makes a poor broom it is taken apart in his presence by the supervisor and he loses the corn and his time, but incidentally he makes a better broom the next time. Third, "dependability"—perhaps the greatest word in the realm of business. To illustrate this word I stated that I had learned how, after years of painful effort, to get an order executed; first, give the order, second, ask if the work has been done, third, go and do it myself, which program absolutely insures accomplishment.

To summarize somewhat our industries, we have more than a hundred young men laboring in this broom factory, some two hours a day and several half-day boys who put in four hours honest labor each day, for which they are paid in credits at the rate of 15 to 25 cents an hour. Our bakery employs 135 boys and girls. This includes the candy and confectionery department where the beautiful decorated tea sugars are made, also the black

walnut and pecan brittles, etc. Several tons of fruit cakes were sent out in one and two pound tin packages last holiday season, all over the United States and Canada, a few to England. The woodworking department is busy employing more than a hundred young men in the reproduction of old colonial patterns of furniture, Sheraton designs in particular. One hundred fifty girls make their way through school by laboring in the fireside industries where the looms click out those beautiful fabrics all interwoven with little snatches of mountain ballads. Many practical lessons are also learned there in weaving the fabric of human life: sunshine and shadow, bright and somber patterns. The dairy has 186 cows and produces not only sufficient milk to warrant a pint and a half daily for each student, in our fine balanced ration, but tons of cheese and butter are produced yearly, for for which we find ready sale in adjacent towns, Lexington, Louisville and Richmond. Incidentally, we have encouraged the farmers round about us to produce milk on these rough mountainsides and valleys lying between, which we take, properly pasteurize, and market for them through the channels above mentioned. Last year these farmers, much to their surprise, sold more than \$50,000 worth of milk and cream, whereas a few years ago not one dollar's worth, above home consumption, was being produced. The college laundry gives labor to more than 150, the farm and forest require a goodly number, and the mountain weaver boys are busy making those nifty homespun men's suitings which practically all the trustees of Berea College wear with such pride, as well as our President, William J. Hutchins, who with his "Mist Blue" homespun is "some personality." Also we read that his son, Robert, President of the University of Chicago is likewise bedecked. The painting and paper-hanging department gives endless tasks to a great number of students from the fact that the College, alone, has more than two hundred buildings and residences. Over 300 assist in the boarding hall and at Boone Tavern, the College hotel. The running of these twenty-two student industries is fraught with many interesting anxieties, but what fun it is to live and accomplish something.

I must take my turn at the wheel
I must grind out the golden grain
I must work at my task with a resolute will
Over and over again.

I asked one of our upstanding graduates, two years ago, as he was bidding me good-bye, just how much money he had borrowed from the College Student Loan Fund. He looked at me with a feeling of pride as he answered, "I do not owe the Student Loan Fund a penny, and I have \$74 saved." Not very much doubt but that somewhere in this old world's work a fine place is awaiting this lad.

This great enterprise at Berea has not come about suddenly but by the slow painful accretion of the ant-hill through the years. A very few schools have attempted this work perhaps because of the enormous additional supervision required for such a program. Maryville has helped girls in the sewing industry, the Berry Schools have done something along this line, and of course Tuskegee and Hampton, in a way, have set the pace, but a number of smaller schools have made a good beginning in a small way. Pine Mountain and Hindman Settlement Schools, The College of the Ozarks, and a few others have done something along this line. Antioch has a cooperative scheme of student labor with the townspeople, as indeed have a number of other schools, but regular productive industries are as yet all too rare.

"We learn to do by doing."

—H. E. Taylor.

THE BERRY SCHOOLS

A SERIES of Schools, and a College, all dropped down into the midst of the largest contiguous campus on earth should do a number of things with that expanse of ground, and Berry College and Schools here, founded and directed by Martha Berry, do make the most of their background—30,000 acres of pine-covered hills and valleys in the red clay lands of the Blue Ridge mountains of north Georgia.

To the instructor and educator nothing is more interesting than seeing the student combine mental effort with hand labor. To the poor but worthy student there is no greater promise than an institution which gives room, board, tuition, laundry and dental care for a school year in return for a summer's work.

The most amazing thing at Berry probably is the gradual metamorphosis of the institution into a place where *all* the labor is done by the students.

The new industrial arts building at the College is completely student-built, from the bricks baked in the Schools' kiln, out of clay dug by students with their own steam shovel, to the electrical wiring and plumbing. The boys in the sawmill at Berry cut the floor beams; the Schools' shop boys planed and polished the boards.

These all are physical things that have been accomplished in the training of unskilled students. Of course, long ago, the boys and girls took over the kitchen, bakeries, laundry, cannery, care of the 200 sheep, 400 cattle, 200 goats, 300 hogs, 1500 chickens, 200 geese, 800 turkeys, 250 ducks, and 35 peafowl. The girls canned 22,000 gallons of fruits and vegetables grown by the men during three months last summer.

With a campus of 30,000 acres covering fifteen miles of country it is natural that there would be huge tracts of woodlands—oak, pine, walnut, gum, maple, sycamore and other trees indigenous to the countryside. Students have built seventy miles of good roads through the forests. There are 10,000 peach trees included among the varieties in the various orchards. The largest single fertile farm unit being operated by the students covers slightly more than a thousand acres of river bottom land.

Berry Schools were not started in what could be called an ideal spot by any one. There was an old swamp and jungle near the center of the grounds. After sleepless nights of worrying about the mosquito-breeding place, Miss Berry decided the Schools needed a lake. A dam was built by the boys, a war-memorial road, "Remembrance Lane," was constructed around the new Victory Lake. Today a 17-acre lake shimmers serenely over the ruins of the erstwhile swamp, with a bank of green lawn, weeping willows and pines that would be the envy of lake-makers anywhere. Stocked with fish, the lake provides sport, as well as being a summer resort for students during swimming season. At the Boys' High School, five miles from the College, Mirror Lake was created with a series of pools about it, where boys of the Foundation School may swim. It, too, is stocked with trout.

Mount Berry, which stands some five miles inside the grounds from the Gate of Opportunity entrance, was conquered with a road leading up the 1800 feet to its summit. The top of the mountain was cut off to make a level spot of a few acres, where

a stone rest cottage and rock garden were created by the students. The Garden Club of America in annual convention in Georgia two years ago visited the Berry Schools as one of the beauty spots of the Southland, giving highest praise to the inspirational quality of the work and beauty wrought by Martha Berry.

Classes in landscape gardening do the gardening. Boys studying agriculture rise at four in the morning to milk the cows, slop the hogs, feed the chickens. Girls planning to be home-makers are placed in "practice cottages" (built by the boys), where the girls weave, spin, plan and execute menus, and learn expert home methods. There is constant coordination of practice and theory.

"We cannot teach beauty by preaching it; it must be lived," Miss Berry ruled thirty years ago when she began her schools in a log cabin and whitewashed schoolhouse. The equipment then, it was proudly boasted, consisted of a hoe, a mattock, an axe, a mule, and two rakes. The kitchen stove sat on three legs, the fourth corner being propped up on bricks.

Contrasted with what might be the accomplishment of one type of equipment alone now—the print shop, where during Commencement week this year the School's presses turned out 2,000 copies of the bi-weekly newspaper, 10,000 copies of a 32-page quarterly magazine, 2,500 programs of eight pages, 1,000 of the four-page church calendars, 500 copies of a 42-page student verse anthology, and a number of routine smaller jobs. The students in College journalism do the typesetting, make-up, etc. In the auto shop the mechanics, students-all, look after sixteen tractors, a dozen trucks, do all the repairs to faculty automobiles, and somehow find time to study the theory of auto mechanics as well.

The Schools and College have specialized for years in teacher-training activity. A small practice school is operated on the campus for children of the 117 faculty members. Another practice school, the Possum Trot Community Center, also serves as a training ground. Senior students in Berry College also are allowed some privileges in instructing high-school pupils.

An education that dignifies and glorifies the beauty of hand labor, while equally emphasizing spiritual and intellectual training, has been the goal of Berry, and Dr. John J. Tigert, president of the University of Florida and former United States Commissioner of Education, who was the baccalaureate speaker this year

at Mount Berry when 132 students were graduated, paid tribute to the realization of the ideal at Berry.

Religious instruction has always been compulsory in the Schools and College, although they are not denominational and receive no help from any church board. Despite this an atmosphere much more spiritual than that at many church schools does exist, a spirit of helping each other. Many of the boys and girls work to earn their tuition, then give it to a brother or sister, who they say are farther behind. Then the working student starts all over another four months of labor to earn his tuition.

The Berry program is in a constant process of enlargement, of adding features to help the student and enrich the community life of the South. During the past year social service work on a huge scale was reported in the annual statement of the Schools; hospitalization of the needy, feeding and clothing of near-by mountain families all entering the program during the depression year. More than a hundred families were given work. Children were paid for gathering wild berries which they sold or bartered to the Schools' cannery for groceries or clothing. Dresses customarily were sold to the children at about 10 cents a garment, berries bringing in about 35 to 40 cents a gallon.

The effort was simply to do the most good where it would be the most helpful, and the front and backsteps of Martha Berry's old colonial home were the scene of almost daily gatherings of folks seeking help or offering thanks.

The summer program of Berry Schools, when from 400 to 500 boys and girls work steadily to earn their next year's schooling, is enterprising to say no more. Breakfast is served at 5:30; one class from six to seven is met by each student, who then goes to his day's work. Noon and night classes are on the schedule for those who can't meet teachers at six because of work underway.

The old-fashioned scholar who thought of colleges as being places exclusively for Latin, Greek, and the classics, probably is horrified at this most modern of industrial college programs, where people are actually being taught better ways to live and to make a living; where character-building is attempted and frequently achieved by rules that seek self-denial. Yet one may ask

the classicist if there isn't a possibility there is culture in bird study, as much as in Latin verb study?

There certainly is a peace and beauty that descends upon tillers of the soil. There are even sonnets rising from the great steaming nickel-plated soup caldrons in the shining monel-metal kitchen. The aroma of the brown loaves in the bakeries brings a twinge of nostalgia to any one who has ever leaned over mother's shoulder around the kitchen range. Somehow one feels the old Greek scholars would rather have delighted in seeing a boy leave the study of Socrates to take a turn at the plow, or perhaps bake a pie in a spotless Berry College kitchen, then dash around the track twice, before returning to study of trigonometry and Virgil.—*Tracy Byers.*

STUDIES IN ARTICULATION OF HIGH SCHOOL AND COLLEGE

UNDER the editorship of Dr. Edward S. Jones, the University of Buffalo has issued a valuable book of over 300 pages reporting the results of Studies in Articulation of High School and College by members of the University staff. There are three Divisions devoted to the Nature of the Superior Student, Prediction of College Performance, and Measuring Overlapping between High School and College.

Each of the twenty-one chapters of the book discusses concretely a special phase of the subject in hand. The analyses, generalizations, predictions and summaries add to the clarity and effectiveness of the treatment of this very important twilight zone of educational activity.

THE NEW ALLEGHENY CURRICULUM

WILLIAM P. TOLLEY

PRESIDENT OF ALLEGHENY COLLEGE

THREE years ago Allegheny College revised its curriculum from top to bottom and launched an experiment in the integration and coordination of educational aims. The faculty of Allegheny saw that student activities, athletics, social and fraternity life, and the formal academic program of the college were often working at cross purposes. They sensed the need of breaking down the compartmentalization of courses and the isolation of separate departments and of coordinating and unifying the whole educational program of the college. The success of their efforts has been so noteworthy that inquiries as to the new "integrated program" have come from all over the country.

One of the first things done at Allegheny was to bring the athletic policy of the institution into line with the educational aims of the college. The whole athletic program has been reorganized on the assumption that athletics exist for the students and not for the alumni or the town or the sports editors. The policy of subsidizing athletes was discontinued, the coaching program reorganized, and the program of intramural activities greatly expanded. The present athletic program contributes to the health of the students, furnishes them with enjoyable recreation and aids in their socialization, but it has been completely divorced from ballyhoo and big-time sport. It is an integral part of an educational plan that provides for the coeducation of mind and body.

One of the significant features of the new curriculum is a required course in science which forms a kind of keystone for all other courses in the lower level. Instead of the "layer cake" type of survey course so frequently in use, Allegheny has organized a unified and integrated study of man and his universe. An attempt is made to bring together the scattered threads of science so as to allow students to see the whole fabric, or to change the figure, to see the forest as well as the trees. The course is based on the general conception that man, who is a creature of inner and outer necessities, real or imagined, with adjustment as his

goal, has been struggling through the centuries to loosen the bondage of Nature and to discover his prospects and significance. In so doing he has developed what are described as "techniques." Two great groups of these techniques have issued, namely, Science and Philosophy. Both are seen as human creations.

The science course, which constitutes a point of departure for the entire intellectual enterprise of the undergraduate at Allegheny, is closely related to other required courses introducing students to the social sciences, literature, speech, religion and the fine arts. The unity of the Allegheny curriculum is perhaps better understood if one thinks of the literature course as an attempt to teach the student to read; of the course in music as an attempt to teach him to hear; the course in art, to teach him to see; and the course in oral and written English to teach him to make correct and effective use of his speech. Or again, one might describe all of the required courses as organized around the idea of appreciation. The world literature course, for example, has been designed almost entirely with a view to teaching students an appreciation of good literature.

A course that deserves particular mention is the new course in speech. Allegheny is requiring of all first year students the course in oral and written English. As bold as it may seem, the analytical study of the elements of English composition has been relegated to a place of secondary importance. Believing that difficulties in grammar and difficulties in speech are both matters of habit, the primary aim of the course is to teach students correct habits of speech. During the course of the year each student delivers eighteen speeches and submits ten manuscripts. The analytical approach is made only when it is inevitable that such analysis of the elements is necessary in the work of the individual student. A collection of orientation readings on subjects directly related to the student's college experience is used to stimulate the oral and written discussions. Objective measurement of the effectiveness of this course shows a highly favorable student reaction and significant improvement in English composition. In addition to this, the course serves as an excellent approach to the developing personality of the student as he seeks to make adjustments in his new world of social relationships. This can be done in the speaking situation as it cannot be done in connection with a course in written composition.

To guard against the old tendency to forget subject matter as soon as a course has been passed, a comprehensive examination covering the entire work of the lower level is required at the end of the sophomore year. In the upper level, fields of concentration have supplanted the old major and minor requirements.

EXPANDING PROGRAMS

THE University of Arizona at Tucson is announcing a number of adjustments better to meet the demands of its educational opportunities. Among these the following are perhaps of general interest.

1. A School of Business and Public Administration within the Liberal Arts College was organized for 1934-35. The organization of "Public Administration" gives a new emphasis to the importance of training for service in public office. This is in close harmony with President Roosevelt's insistence upon employing experts in economics and political science.

2. The "Elective Program," or curriculum for students who are not candidates for degrees, will permit students to individualize their plan of studies under the guidance of special advisers. More liberal entrance requirements so far as subjects taken in high school are concerned will obtain, and students who succeed in this individualized program of studies will be allowed to become "regular" and candidates for degrees if their scholarship is good enough. Scholarship and eligibility requirements for these students will be as high as for regular students. It is believed however that since they are taking subjects of their choice many will find it possible to continue in college who now are eliminated from degree curricula. All in all, this is an attempt to perform the function of the junior college for the State at a time when new junior colleges cannot be established and the demand for adult education grows.

3. Three new "General Courses" are announced in the lower division and a fourth is contemplated. Two of these are new for 1934-35. The purpose of these courses is that of some integration of the many fragments in general education. The course in "Social Problems" will consider questions of man's social living

In 1931 a 155-page book, *Alumni Reading Lists*, was published, containing lists of recommended books on thirty-five different general subjects, most of which were subdivided into a number of special lists. The first edition of 2000 copies of this book is almost exhausted and a new and revised reissue is now planned.

Parent Education Institutes have been held on the University of Michigan campus for several years. The management is in the hands of the Extension Division but the cooperation of the Michigan Congress of Parents and Teachers has been utilized, and professors of education, sociology, and other divisions of the University, as well as outside speakers, have participated in the programs. An outline "A Course for Teachers and Parents" for use of study groups has been published by the Extension Division.

AT The Pennsylvania State College, divisions in agriculture, engineering, mineral industries and teacher training, have grown up independently as services of four schools. The divisions in engineering and in teacher training do not confine themselves to the fields indicated by their titles but carry on considerable extension teaching in the arts and sciences.

The four extension divisions are rendering a valuable service in extra-mural adult education but they have grown so large and in attempting to meet their special conditions have developed so many independent practices that a greater degree of integration has become imperative. The College is now working toward a plan whereby the general administration of all of the extension work will be unified, with the resident departments responsible for extension instruction.

THE University of Utah began its adventure in education by radio a year ago with a series of lectures on the Technique of Teaching. While the use of radio to reach the teacher at work has always been a possibility, it was not until last year that the University's Extension Division, after much careful experimentation, developed a technique which assured the teacher of a course, practical, up-to-date, and of a standard warranting university credit when completed satisfactorily. The method employed is a happy combination of classroom and home study

technique. Students in the class have the advantages of personal contact given through the lecturer's voice and of careful direction and instruction by the Home Study Department. The course offered this year included twenty-five lectures each Tuesday night from 10:30 to 11:30 o'clock. Each week in time for the Tuesday night lecture, supplementary material giving the topical outline of the lecture and specific directions for applying the lecture material to classroom problems was sent to every enrolled listener. Twenty assignments closely related to the lectures and necessitating a teacher's study of his own classroom activities were required in addition to a final examination taken under the same supervision that Home Study examinations are taken. An enrolment fee was charged all registered listeners.

THE University of Louisville maintains a Division of Adult Education designed to meet the needs of the following groups: (1) those who desire courses directly related to their own vocational interests and problems; (2) those who have not been able to begin their college education in the regular day classes, and those who have discontinued their college education before its completion; and (3) those who are interested in continued education not from the standpoint of receiving credits or vocational improvement, but for avocational and cultural benefits, or a better understanding of current times and problems.

For the first group the Division offers courses directly related to teaching, educational and social work, and various phases of business, commerce and industry. These courses afford opportunity for a wider understanding of the adult's vocation and given him specific information and training. For the second group a variety of courses in arts and sciences is offered at convenient hours. For the third group the Division aims to encourage special educational projects. These special offerings include conferences, short non-credit courses and lecture series on topics of current interest.

A two-day conference on Public Affairs which the Division, in cooperation with the Extension Department of the University of Kentucky held in March of this year, illustrates the type of extramural activities which the Division promotes and sponsors. The conference referred to brought prominent men to

Louisville for forum talks on such topics as "Economic Planning in Theory and Practice," "Whither America," "The Financial Crisis in Kentucky," and "Getting Results in City Government."

THE HIGHER EDUCATION OF WOMEN IN CURRENT LITERATURE

- College Women and the Social Sciences.** Herbert E. Mills and his former students. John Day Company, New York. 1934. 324 pp.
- Dentistry as a Profession.** Institute of Women's Professional Relations, Woman's College of the University of North Carolina, Greensboro, N. C., 1934. pa. 19 pp.
- Fellowships and Other Aid for Advanced Work.** Cumulative Supplement, 1933. Institute of Women's Professional Relations, Greensboro, N. C. pa. 91 pp.
- Problems in the Education of College Women; a Study of Women Graduates of Southern Colleges.** D. S. Campbell. Peabody College Book Store, Nashville, Tenn. pa. 80 pp.
- Retrospect and Prospect: Sixty Years of Women's Education.** S. A. Burstall, Longmans, 1933, 301 pp. New York.
- Social Change in Relation to Curricular Development in Collegiate Education for Women.** Grace R. Foster. Colby College, Waterville, Me. 1934. pa. 203 pp. *E. E. A.*

ADDITIONS TO THE OFFICE LIBRARY

- Abstracts of Dissertations Presented by Candidates for the Degree of Doctor of Philosophy, Summer Quarter, 1933.** The Graduate School, Ohio State University Press, Columbus, O. 1934. pa. 293 pp.
- Aspects of Land Grant College Education.** Palmer O. Johnson. University of Minnesota Press, Minneapolis, Minn. 1934. 271 pp. \$2.50.
- The Call of the Time.** Anna M. Roos. Broderna Lagerstrom, Stockholm. 1933. 240 pp.
- Classics of the Western World.** Edited by J. Bartlet Brebner and Members of the Faculty of Columbia College. American Library Assn., Chicago, Ill. 1934. pa. 125 pp.
- Culture in the South.** W. T. Cough, ed. University of North Carolina Press, Chapel Hill, N. C. 1934. 711 pp. \$4.00.
- Doctoral Dissertations Accepted by American Universities 1933-34.** (No. 1) Donald B. Gilchrist, ed. H. W. Wilson Co., New York, N. Y. 1934. pa. 98 pp. \$1.00.
- Education for Democracy.** J. B. Johnston. University of Minnesota Press, Minneapolis, Minn. 1934. 280 pp. \$2.50.
- Education of Primitive People.** Albert D. Helser. Fleming H. Revell Co., New York, N. Y. 1934. 316 pp. \$3.00.
- European Policies of Financing Public Educational Institutions. II. Czechoslovakia.** Fletcher H. Swift. University of California Press, Berkeley, Calif. 1934. pp. 181-250. pa. \$1.00.
- European Policies of Financing Public Educational Institutions. III. Austria.** Fletcher H. Swift. University of California Press, Berkeley, Calif. 1934. pa. p. 251-343. \$1.00.
- Experiments and Studies in Modern Language Teaching.** Algernon Coleman. University of Chicago Press, Chicago, Ill. 1934. pa. 367 pp.
- Friends of God.** Anna G. Seasholtz. Columbia University Press, New York, N. Y. 1934. 247 pp.

- General Education, Its Nature, Scope and Essential Elements.** W. S. Gray, *ed.* Proceedings of the Institute for Administrative Officers of Higher Institutions, 1934. University of Chicago Press, Chicago, Ill. 1934. pa. 188 pp.
- Indefinite Teacher Tenure.** Cecil W. Scott. Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1934. 165 pp. \$1.75.
- Keeping Purchasing Power Intact.** Clinton Davidson. Fiduciary Counsel, Inc. 115 Broadway, New York, N. Y. 31 pp.
- More and Better Wills.** Papers presented at the Sixth Biennial Conference on Financial and Fiduciary Matters with some supplemental material. 1933. Alfred W. Anthony, *ed.* Federal Council of the Churches of Christ in America, 105 East 22nd Street, New York, N. Y. 1933. pa. 108 pp.
- New Careers for Youth.** Walter B. Pitkin. Simon and Schuster, New York, N. Y. 1934. 236 pp. \$1.50.
- Organization and Administration of Substitute-Teaching Service in City School Systems.** Clare C. Baldwin. Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1934. 115 pp. \$1.50.
- Origins of the American College Library, 1638-1800.** Louis Shores. George Peabody College, Nashville, Tenn. 1934. 290 pp.
- Personal Development and Guidance in College and Secondary School.** Ruth Strang. Harper & Bros., New York, 1934. 341 pp. \$4.00.
- Problems in the Education of College Women.** Doak S. Campbell. Division of Surveys and Field Studies. George Peabody College for Teachers. Nashville, Tenn. 1933. pa. 80 pp.
- The Professional Treatment of the Subject Matter of Arithmetic for Teacher-Training Institutions.** Elias A. Bond. Bureau of Publications, Teachers College, Columbia University. New York, N. Y. 1934. 315 pp. \$2.50.
- The Pursuit of Knowledge.** Stephen Leacock. Liveright Publishing Corporation. New York, N. Y. 1934. 48 pp. \$1.20.
- Radio as a Cultural Agency. Proceedings of a National Conference on the Use of Radio as a Cultural Agency in a Democracy.** Tracy F. Tyler, *ed.* National Committee on Education by Radio. Washington, D. C. 1934. pa. 150 pp.
- The Revolt Against Mechanism.** L. P. Jacks. Macmillan Company, New York, N. Y. 1934. 77 pp. \$1.00.
- The Search for Truth.** Eric T. Bell. Williams and Wilkins, Baltimore, Md. 1934. 277 pp. \$3.00.
- Selected Speeches of Booker T. Washington.** E. Davidson Washington, *ed.* Doubleday Doran & Co., Inc., Garden City, N. Y. 1932. 283 pp. \$2.00.
- Sons of Ephraim and the Spirit of Williams College.** MacGregor Jenkins. Houghton Mifflin Co., Boston, Mass. 1934. 236 pp. \$2.50.
- The Spirit of Modern France.** Helen Hill. Foreign Policy Association and World Peace Foundation. New York, N. Y. 1934. 26 pp. \$.50.
- Studies in Articulation of High School and College.** Edward S. Jones, *ed.* University of Buffalo, Buffalo, N. Y. 1934. pa. 319 pp.
- Studies in Securities, 1934.** Jas. H. Oliphant & Co., New York, N. Y. 174 pp.
- The Theory of Education in the United States.** Albert J. Nock. Harcourt, Brace & Co., New York, N. Y. 1932. 160 pp.
- Twentieth Century Forces in European Fiction.** Agnes C. Hansen. American Library Association. Chicago. 1934. 250 pp. \$2.00.
- The Use of State High School Examinations as an Instrument for Judging the Work of Teachers.** H. McVey Davis. Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1934. 101 pp. \$1.50.

**A PARTIAL LIST OF GIFTS, BEQUESTS, etc.
ANNOUNCED IN 1934**

- American University, Washington, D. C. \$250,000 for founding of Franklin Hamilton School of Divinity by the will of the late Bishop John W. Hamilton.
- Amherst College, Amherst, Mass. Bequest of \$1,100,000 by will of the late Frank L. Babbott; Gift of \$21,000 from the Rockefeller Foundation in support of biological research.
- Ball State Teachers College, Muncie, Ind. \$55,000 from the Ball Brothers Company for a new Arts Building; \$10,000 trust fund by the will of the late C. M. Kimbrough. Income to be used in the assistance of needy students.
- Barnard College, New York, N. Y. \$30,000 from the Women's Organization for National Prohibition Reform to establish a fellowship.
- Bennett College for Women, Greensboro, N. C. \$50,000 from Mr. and Mrs. Henry Pfeiffer; \$3,000 from Methodist Woman's Home Missionary Society.
- Berry Schools, Mount Berry, Ga. \$2,000 by the will of Mrs. Annie Allegra Longfellow Thorp.
- Bowdoin College, Brunswick, Me. \$50,000 by the will of the late Evans S. Pillsbury.
- Brown University, Providence, R. I. Corinna Borden Keen Research Fellowship Fund of \$28,000, the income of which is to be used for research fellowships in the natural and physical sciences.
- Carnegie Institute of Technology, Pittsburgh, Pa. \$25,000 from the Buhl Foundation for research in experimental physics.
- Colby College, Waterville, Me. \$6,000 for endowment, \$3,000 for scholarship by the will of the late Fred M. Preble together with the residue of his estate.
- College of the Pacific, Stockton, Calif. \$200,000 for a Gordon Battelle Hamilton School of Law by the will of the late Bishop John W. Hamilton.
- Columbia University, New York, N. Y. Gifts amounting to \$51,543 were announced on November 9, 1934.
- Cornell College, Mt. Vernon, Ia. Gifts to endowment amounting to \$340,000 were reported for the fiscal year, ending

August 31, 1934. The College also receives under a legacy a gift of from \$100,000 to \$150,000 for the Armstrong Building of Fine Arts.

Cornell University, Ithaca, N. Y. For the year ending July 1, 1934, gifts amounting to \$1,012,338.73 were reported.

Flora Stone Mather College of Western Reserve University, Cleveland, O., is the ultimate beneficiary of the estate of Andrew Squire, estimated at \$1,270,000, his widow having the use of the estate during her lifetime. The immediate transfer to the college of Vallee-vue, the country estate, is provided for.

Georgia Normal and Agricultural College, Albany, Ga. Gift of \$10,000 from Miss Carolina Hazard, of Peacedale, R. I., to build a library.

Goucher College, Baltimore, Md. \$1,000 by the will of Joseph H. Mosher.

Harvard University, Cambridge, Mass. Gifts during the year, 1933-34, amounting to \$2,600,000 were announced.

Hobart College, Geneva, N. Y. Gift of \$500 bond, income to be used for prize fund.

Institute for Advanced Study at Princeton, N. J. Gift of \$1,000,000 to facilitate the organization of the School of Economics and Politics.

Johns Hopkins University, Baltimore, Md. By the will of the late Dr. William H. Welch, the University receives one fourth of the residue of his estate.

Lincoln University, Lincoln University, Pa. Gift of \$1,000 from the Reverend Walter H. Brooks.

McGill University, Montreal, Canada. \$1,000,000 from the Rockefeller Foundation as an endowment for the department of neurology; bequest of \$100,000 to the medical faculty by the will of Mrs. Blanche E. Payne Hutchison.

Mercer University, Macon, Ga. Gift of \$10,000-\$15,000 from an educational foundation for the improvement and extension of the university library.

Mount Holyoke College, South Hadley, Mass. An amount not to exceed \$375,000 from the General Education Board for the extension of the Williston Memorial Library; \$150,000 for library endowment from the Carnegie Corporation.

- Mount Union College, Alliance, O. \$200,000 for a Jay Benson Hamilton School of all Sciences by the will of the late Bishop John W. Hamilton.
- New York University, New York, N. Y. Gifts and bequests since June amounting to \$116,624; \$52,700 from estate of Dr. W. C. Lusk to be used for the advancement of surgical and medical science.
- Ohio Wesleyan University, Delaware, O. Gift of real estate valued at \$75,000 by the late Oscar Lear.
- Rutgers University, New Brunswick, N. J. \$2,500 under the terms of the will of the late Ernest R. Ackerman.
- Smith College, Northampton, Mass. \$10,000 by the will of the late Professor Henry R. Lang for students who show special proficiency in Greek.
- Syracuse University, Syracuse, N. Y. \$1,000 from the will of Joseph H. Mosher.
- Temple University, Philadelphia, Pa. \$280,000 from the will of the late Thomas D. Sullivan for the construction of the Sullivan Memorial Library.
- Tuskegee Normal and Industrial Institute, Tuskegee, Ala. \$2,000 by the will of Mrs. Annie Allegra Longfellow Thorp.
- University of Denver, Denver, Colo. By the will of the late Elmer E. Whitted the University receives \$10,000 in real estate and his entire library.
- University of Minnesota Mayo Foundation for Medical Education and Research, Minneapolis, Minn. \$500,000 from Dr. William J. Mayo and Dr. Charles H. Mayo.
- University of Montreal, Montreal, Canada. \$100,000 from P. V. Rougier to be devoted chiefly to the medical laboratories of the university.
- University of Pennsylvania, Philadelphia, Pa. The residue of the \$150,000 personal estate of the late Baroness Fontana for the establishment of a cancer hospital.
- University of Southern California, Los Angeles, Calif. \$200,000 for founding a Helene Hamilton School for Bible Study under the will of the late Bishop John W. Hamilton.
- University of Wisconsin, Madison, Wis. \$300,000 for establishing a cancer research center by the will of the late Miss Jennie Bowman; \$35,000 loan fund for agricultural students

under the will of the late Mrs. Minnie P. Huber; from Mr. Harry Steenbock and his sister, Mrs. Robert Bruce Brinsmade, \$7,250 for the establishment of a fellowship in home economics. Vassar College, Poughkeepsie, N. Y. Bequest of more than \$540,000 for an endowment fund made under the will of Frank L. Babbott.

Wabash College, Crawfordsville, Ind. \$80,000 from the estate of W. B. Austin.

Washington College, Chestertown, Md. \$1,500 from Mrs. Frank Madison Dick for a memorial reading room and library of current literature and magazines in the women's dormitory.

Wesleyan University, Middletown, Conn. Residue of the estate of Charles H. Morse, estimated at a million and a half dollars.

Williams College, Williamstown, Mass. Estate of Mrs. Theresa B. Hopkins valued at \$100,000.

Wilmington College, Wilmington, O. \$78,500 from the will of Mrs. Rosa Robertson, of which \$36,000 is to be set aside for specific bequests and for certain debts; balance to aid worthy students.

Yale University, New Haven, Conn. \$30,000 from the will of Professor Henry R. Lang; \$10,000 designated respectively for a traveling fellowship in English, for prizes in classical literature, and for patients in the infirmary.

The research department of the Association office has undertaken the collection of alumni magazines together with significant items as to what the colleges are doing for their alumni and what the alumni are doing for the colleges. A list of executive and chapter secretaries is being assembled and it is planned to make available to alumni groups synopses of correspondence and publications.

The Presbyterian Board of Foreign Missions reports that a warrant has been issued in Virginia for the arrest of a man who there and in New England, Pennsylvania and the Middle West has secured under false pretenses the names of various annuitants in several communities he has visited, thus causing embarrassing situations. He is known to have sought contacts with colleges in Ohio.

EXTRACT FROM A LETTER WRITTEN BY A FORMER MEMBER OF THE
EXECUTIVE COMMITTEE OF THE ASSOCIATION

My attitude in regard to membership in the Association is as follows:

The cause of liberal education in this country, dominated by the profit motive in every sphere of life, is one that merits constant and continued support of every individual and every institution that has this cause truly at heart. The Liberal Arts College is the one institution whose very *raison d'être* is the promotion of liberal education in American life. With all the forces opposing this ideal today there is real need for an organization whose specific purpose is to gather together, unify and intensify the efforts of those institutions whose particular concern is the promotion of this cause. Such an organization is the Association of American Colleges. The proper question for any college to put to itself, therefore, in regard to membership in the Association, is not, "What do I get out of it?", but rather, "Will my membership in the Association further the cause for which it stands?" the cause to which every Liberal Arts College is dedicated. There is only one answer to this question and that answer is affirmative.

As a matter of fact, every college will profit immensely from membership in the Association if it takes part in the activities the Association is promoting. As an example of this, I mention the study of Comprehensive Examinations made possible by a grant of \$25,000 to the Association, published in book form recently with two copies distributed to all members. If it had not been for the Association this study would not have been made. So with many worth-while projects the Association has promoted in the past and is forwarding now, *e.g.*, studies of college architecture, college instruction in the fine arts, enlistment and training of college teachers, organization of the college curriculum,* etc., as well as the Annual Meeting and the publication of the BULLETIN, both of which are always of an informative as well as inspirational nature.

* The writer might have referred also to the \$25,000 appropriation for a study of the place of music in the college curriculum, which study is now in progress; as well as the contacts with trust companies, insurance companies, and the legal profession, and in behalf of federal legislation.

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